

The BUSINESS EDUCATION World

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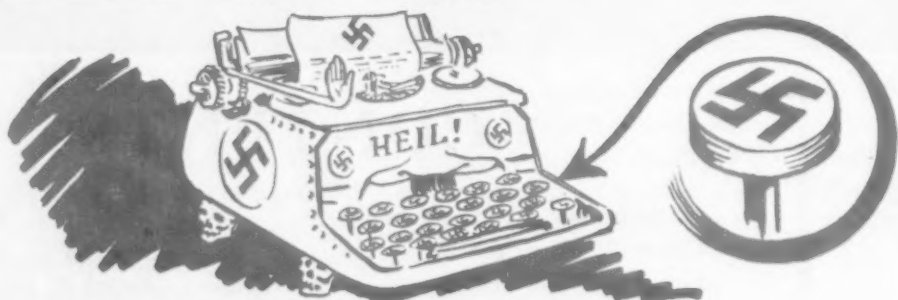
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MAY
1943

SO THAT *Remington Rand*
NEED NOT MAKE A POST-WAR
MODEL LIKE THIS —



WE'RE NOW MAKING —



AND ARE BUYING YOUR TYPEWRITERS
FOR UNCLE SAM —



TO KEEP 'EM FIGHTING —



Planning for a New Position

JOHN T. WALTER

WHY should a teacher seek a new position? There are many reasons, not the least of which is the personal growth and broad perspective that comes from a varied background of experience. Living and working in different communities are means of increasing one's understanding of the many problems of human existence that confront the teacher every day. Employment in more than one school system requires adjustments on the part of the teacher, calls for development of different combinations of subjects, techniques, or other skills, and involves a greater variety of personal contacts with teachers, supervisors, and pupils.

Many teaching positions hold no promise for the future in the way of personal security or advancement. In a school system where the maximum salary is \$1,000, the teacher must either accept severe limitations on his material welfare or look elsewhere for improvement, regardless of his liking for the school or community.

We all know people who are willing to wait until another teacher dies, hoping to inherit his place through seniority. This ghoulish attitude too often defeats its own purpose. Patience may be a virtue, but it is singularly uninspiring. Where recognition comes too slowly, the day of the golden opportunity may find one adapted by experience to still more waiting in the blind alley.

To aspire to hold the position for which one is best qualified is a worthy goal, but it is even more important to get that position as a means of further growth. The ordinary person cannot expect to skyrocket

to success. He must climb, and each step brings him closer to the next step.

For the average teacher, promotion and security are more closely related to the profession as a whole than to any one school or employer. Good work is far more important than getting or holding any one position. The position is merely the medium through which the teacher exercises his professional skill in serving the youth of America.

The Teacher Looks Ahead

What lies ahead for the ambitious teacher? He can aim to be a master teacher and seek the high salaries and superior opportunities that are available in certain parts of the country. This may ultimately lead to college teaching, especially in teachers' colleges, where successful public-school teachers are in demand.

The average salary for college teachers is far above that for high school teachers. Some cities and wealthy suburban communities, however, pay up to \$3,000 and \$4,000 maximum salaries for well-qualified high school teachers. Of course the competition is keen for these best positions, but many candidates are eliminated because of poor qualifications.

Self-improvement is the key to the better-paying positions. One cannot go wrong in aiming to be a master teacher, because he is qualifying to do better at his present job. He can succeed to some extent without getting a new position.

Department heads, supervisors, principals, and superintendents all start as teachers. This is the most common method of seeking advancement. Obviously, not everybody can be



business administration at West Liberty (West Virginia) State Teachers College. Mr. Walter has written before for the B.E.W. His article about school newspapers appeared in September.

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ness administration at West Liberty (West Virginia) State Teachers College. Mr. Walter has written before for the B.E.W. His article about school newspapers appeared in September.

an executive. It is questionable whether there are enough positions for all who are preparing. If this is true, some face disappointment. That is the risk, but the rewards are high for those who succeed.

Planning for Success

What are the means of professional growth? Briefly, these: teaching experience, graduate work, business experience, and travel. Doing the present job well is essential in preparing for advancement. A prospective employer is likely to have most confidence in a candidate with a past record of diligence and achievement.

It is best to plan graduate work carefully so as to fulfill the requirements of the new position desired. Do not neglect to consider the usual certification standards. For the master-teacher goal, work out a program of courses in education, supplemented by a subject-matter specialty at one of the leading teachers' colleges. First comes the master's degree, followed by a doctorate. To be practical, avoid undue stress on research. Study the catalogues of all the universities in which you can consider enrolling. After making a preliminary choice, write or visit the department head to complete your plans.

Commercial teachers should realize the value of business experience as preparation for teach-

ing. Some states and cities require that a prospective teacher spend a minimum amount of time in a business position before a teaching certificate covering business subjects can be issued to him. Even where business experience is not required, nothing else compensates for the failure to experience this on-the-job integration of business skills.

The business teacher should know the practical point of view from firsthand contact. Many teachers turn to business because of more attractive salaries, and some meet with disappointment, later returning to teaching. This is a setback in one's career. It is unfortunate that more teachers do not take a leave of absence for a year in order to enter business and thus come back without any loss. There is security in being qualified for two important occupations.

Make a personal inventory of yourself. What subjects can you teach best? Which can you teach if necessary? The commercial teacher is likely to have to teach a variety of subjects. These subjects tend to fall into certain groups, such as bookkeeping and related subjects (commercial law and business mathematics), or stenography and related courses.

Obtain teaching certificates or statements of eligibility to teach in the states where you wish to locate. Don't assume that you can get such a certificate if and when you need it. Requirements differ, and you may have to produce evidence of eligibility on short notice to avoid inconvenience. Also, learning of a deficiency, you can set about removing it before it causes you to miss an important opportunity.

Doubt concerning eligibility has more than once tipped the balance in favor of a rival candidate possessing all the necessary credentials.

All teachers are expected to contribute in one or more capacities to the extracurricular activities of their schools. A commercial teacher is qualified by training to assist with the business management of many activities, such as student publications, athletics, and dramatics. There is no limit to the variety of recreational and educational groups that might be sponsored. You must do something, so either organize a new activity or take the place of a former sponsor. Any wholesome hobby that interests you is a good choice. But

be sure you know more than the usual about that hobby. Be adaptable, not foolhardy.

What salary do you desire? More than you can get, probably. Yet it is necessary to decide on a minimum. The beginning teacher is not in a good bargaining position. Often, having no alternative, he must take what is offered.

Cost of Living Varies

Evidently, it is wise for the experienced teacher to retain one position until a definite offer is received from a better place. Bear in mind that living costs vary in different locations. Moving from a district of low prices to another place having higher prices makes more urgent the matter of holding to a salary minimum. The cost of moving household furnishings and the payment of employment-agency fees are important considerations for the first year in a new position.

Employers tend to size up an applicant in the light of his present position. Accordingly, it is ordinarily unwise to set the least amount you will accept very far above your present salary. Perhaps three or four hundred dollars is the largest gain to expect to make in one change of position.

The relative scarcity of commercial teachers, due to the tremendous expansion of the field and the periodical drain from their ranks to business occupations during times of prosperity, has for many years caused more favorable salary conditions than those existing in other teaching fields. Sometimes the necessity of paying a higher rate to induce a commercial teacher to accept employment works to his disadvantage when salary increases are considered. If he is expected to forego the increments received by other teachers in the school until they all are in a position of equality, it is wise to look for a new position as a means of getting the salary raised.

In the long run, the teacher who is alert to his opportunities is worth what he gets. Don't quote this statement in the teachers' room, however, if you want to make friends and influence people!

It is desirable for every teacher to establish and maintain a file of references with his college or university teacher employment bureau or another teacher agency. These are confidential, never being seen by the applicant.

They include statements from professors and employers of their impressions about the person and his probable future success as well as reports on his past.

Copies of the entire file will be mailed to a prospective employer, along with a photograph and a personal data sheet, when the teacher applies for a position. College bureaus often refuse to send references to other teacher agencies, except for references received from professors within the college. Fee-charging agencies are not so particular, but charge a fee for secretarial services.

One should exercise good judgment in requesting references. They ought to be assembled with a view to their permanence, even though they may not be needed at once. A long delay may prevent the acquisition of some desirable statements. Obviously, great success in one class in college would make the professor in charge of that class a logical person from whom to request a reference.

Avoid contacts that appear doubtful. It is courteous to make a personal request of the person whose reference is sought. Observe that person's reaction carefully for any suggestion of coldness before proceeding further. A mistake may be troublesome. A poor reference is often noncommittal and brief and is not likely to say anything specific. It is judged by what it doesn't say.

References Are Essential

Don't underestimate the importance of having good references from major professors and recent employers. Some teacher-employment agencies on their own initiative follow up their registrants by requesting statements from new employers after completion of the first year's work. In case such statements are missing from the file, include the names and addresses of the proper persons on the application, asking the prospective employer to communicate directly with them. This may also be done even when statements are already in the file. If the application does not develop very far, no communication with the references is likely to result.

Can you see beyond the horizon? If you are not limited to your home town by provincialism, the greater the number of openings you contact, the more chances of employment you will have.

It is most unfortunate (and unprofessional) that some teachers rely solely upon political influence or family connections or even local sympathy. Competent teachers can restrict themselves unnecessarily by doing this, and incompetent persons may enjoy undeserved success as a result.

Competent teachers cannot ignore these practices. To do so would be unrealistic in a day when many positions are filled without going beyond the circle of personal acquaintances. The danger comes in exclusive reliance upon such connections. Constant comparison with outside opportunities makes it possible to know when a change of position is the next step.

But there are other considerations in this problem. An application for a position far away may be expensive and wasteful of time. This does not necessarily rule out attempts to get employment far from home. It is obvious, however, that one can make a more effective application if the place is within convenient reach of his present location. The personal touch is more effective than remote control. It pays to concentrate one's efforts on the home state, at the same time being alert to especially good openings further away. A position far from home may involve considerable traveling back and forth.

In these unusual times, it is to be expected that teachers will have greater mobility than they did a few years ago. One who contributes to the solution of wartime educational problems performs a national service by leaving home to accept new and larger responsibilities. The teacher shortage can best be met by well-qualified teachers' moving up. Their former positions will be filled by less experienced teachers. This is the least we can ask of teachers, that they serve by growing in their profession.

THE Tri-State Commercial Education Association plans to hold a one-day meeting at the Hotel William Penn, Pittsburgh, on Saturday, May 8, President Robert L. Fawcett has announced. A business meeting will be held in the hotel ball room at 9:45 a.m. After the election of officers, two outstanding speakers will address the assembled members on problems confronting business education. A luncheon will be held at 12:30 in the Urban Room.

A Bulletin-Board Suggestion



THE silhouettes shown here were made by Dorothy Helen Yaeger, a student at Saint Joseph's Business School, Lockport, New York, for a bulletin-board display, "Basic Duties of a Secretary." These silhouettes represent girls filing and typing. Other cutouts in this display depict girls taking dictation and sitting at an office desk. The B.E.W. is indebted to Sister Marie Frances of Saint Joseph's for sending the silhouettes.

E.C.T.A. Yearbook

THE 1943 Yearbook of the Eastern Commercial Teachers Association will be divided into three sections.

The first section will deal with wartime problems in the general field of education. Among the authors who will contribute to this section are Dr. Daniel Marsh, president of Boston University; Dr. Alonzo G. Grace, commissioner of education for Connecticut; Dr. Hermann Cooper, assistant commissioner of education for New York State; Dr. Harry Loeb Jacobs, president of Bryant College, Providence; Dr. Arthur S. Fleming, Chairman, U. S. Civil Service Commission; Walter D. Fuller, president of the Curtis Publishing Company; and Dr. C. C. Golring, superintendent of schools in Toronto, Ontario.

The second section will deal with problems of management and adjustment. Each of eight general topics will be discussed by three or more writers. The third section will concern wartime problems of classroom procedure.

Rufus Stickney, of the Boston Clerical School, is editor of the yearbook. Dr. James R. Meehan, of Hunter College, New York, is associate editor. Members of the E.C.T.A. will receive the yearbook without charge.

A former business educator tells of his duties as a company clerk.

Office Work in the Army

SGT. FRED C. ARCHER
United States Army



THE activities and duties of a company clerk vary according to the size of the unit, post, or station concerned. In large military establishments, with an ample supply of trained clerical workers, activities are specialized. In the small unit to which I am attached, however, all activities indicated must be carried on in a single small office, with a limited staff of assistants and a minimum of specialized equipment.

Much Army office work is of a daily routine nature. The day's activities, which commence early in the morning, consist primarily of typical preparatory measures undertaken to clear the way for the new work that the day may bring.

Filing must be kept up to date and must be attended to every day—perhaps several times a day on busy occasions. Filing for a small unit is simple but must be done carefully, because the documents, some of which are of a highly confidential nature, must be available for immediate reference.

An adaptation of the Dewey Decimal System is most commonly used. A "file out" control card system is used to account for files removed. Two unusual features of our system are a file key, which is placed in front of the file to assist officers and other authorized persons to find information at any time, and a master correspondence file, containing one carbon copy of every letter or indorsement sent out, arranged numerically by letter number. This serves in emergencies when material cannot readily be located in the main subject files.

While the filing is being done, another assistant is busy replenishing stationery supplies, cleaning typewriters, restoring the office to tip-top order. The company office, which is called the orderly room, should be a picture of tidiness and system.

A desk calendar and appointment book on the company clerk's desk make it easy to plan the work of the day, to remind officers of jobs scheduled, and to clear up work on which time limits have been set.

One of the most treasured sections of an Army office is the library of field manuals and technical manuals, which serve as the last word in approved subject matter in the training program being presented to the men of the unit. Since these books are constantly being borrowed by officers and enlisted men, a card system must be used to keep track of them.

The volumes on Army Regulations comprise a prominent part of the office equipment. Since these regulations are subject to frequent change, printed notices of official changes must be inserted in the proper places and cross-referenced with the original text so that the reader will be aware of the change and will know where to find the revised version. Procedure is also governed by War Department circulars, training circulars, general orders, and bulletins, which must be put away in binders and cross-referenced if they modify regulations.

When troops are in training, an individual progress report is kept for each man, which indicates the status of his training in relation to the total program scheduled. This is posted daily to show courses completed, as well as any other facts having a bearing on a man's preparation and ability as a soldier.

The new business of the day usually commences with the arrival of the mail, via messenger from the next higher headquarters in the pattern of Army channels. Mail consists of official mail for the office and officers and personal mail for the enlisted men. A unit mail clerk transfers all mail from headquarters to the company office, and vice versa, and distributes the enlisted men's personal mail. The office mail is examined, sorted, and distributed by the first sergeant or the company clerk.

After the mail is read, dictation of outgoing messages begins. Shorthand is a desirable skill for this part of the work. Many officers do not dictate, however, but give the clerk the gist of the reply and leave the actual formation of

SGT. FRED C. ARCHER, formerly a teacher at the Washington School for Secretaries, Newark, New Jersey, is a company clerk in the U. S. Army. He is a member of Phi Delta Kappa and last June was elected vice-president of Alpha Chapter of Delta Pi Epsilon. He is a candidate for the doctorate at New York University and author of *A Study of the Social Security Program*, published by the Alpha Chapter of Delta Pi Epsilon.

the letter to him. This is understandable when one considers that many officers have had no training in business English and probably have never dictated before.

Because much of the letter-writing responsibility may be left to the clerk, it is highly important that he be well versed in letter-writing technique. The technical form for typing Army letters can be mastered readily, but a clear, concise, accurate, and complete letter requires careful thought and planning before the typing begins. Unless care is taken, Army correspondence can become stilted and hackneyed. Speed is an important factor in Army correspondence, but clarity is more important than brevity.

The company clerk should have a net typing speed of at least 45 w.p.m. This permits a satisfactory volume of production under pressure and rush conditions.

Accuracy Is Important

The soldier-typist must be accurate; otherwise, multicarbon work becomes complicated. At least four carbons are made of every letter written. One carbon is for the subject file, one for the master letter file, and a third for a higher headquarters mail and record section. The original and the fourth copy travel together to the destination. If a more elaborate distribution is necessary, more copies must be made.

A mastery of telephone technique is a definite asset to the clerk. The Army encourages the free use of the telephone in the interest of speed and efficiency. Incoming calls are taken by the first sergeant or the clerk, who must know how to respond quickly, effectively, and courteously. If the call is to be re-routed, the man on duty must know immediately to whom it should be referred.

In my particular unit, a daily bulletin showing the names of men confined to the hospital is maintained on the bulletin board so that their friends may visit them. This information is

kept up to date by the company clerk, from information obtained from the daily sick report. Get-well cards are sent by the company clerk, in the name of the company commander.

The clerk will find it useful to have a thorough knowledge of the mechanics of the morning report and duty roster, as well as the sick book, in case it is necessary for him to take over these details in the absence of the first sergeant. These records, incidentally, are cumbersome, so there is need for plenty of practice.

The company clerk is constantly involved in personnel matters. These problems cover an amazing range and require specific knowledge, tact, patience, and broad-mindedness.

Clerk Handles Personal Matters

In addition to recording the men's service records (24-page booklets), the clerk prepares wills and forms granting power of attorney for the enlisted men, handles citizenship application papers for noncitizen servicemen, helps the men to obtain money orders and to mail parcels, and acts as custodian of personal papers and funds.

Besides the daily routine activities such as those just described, there are other jobs occurring less frequently that are of high importance to the smooth operation of the administrative side of company operation.

The preparation of the monthly pay roll for the company is a task that requires great care, accuracy, and knowledge of regulations, procedure, and record keeping. Each man in the unit is listed on the pay roll by rank and component. His serial number and enlistment date are shown in all cases. Deductions for Government insurance, War Savings Bonds, Soldiers' Home, laundry, and Government property lost and damaged must be entered in appropriate columns. The pay roll for the month in which a new deduction is initiated, or in which a change is made in an already existing deduction, must include a brief but clear explanatory remark. Amounts paid are entered also in the soldiers' individual pay books.

For a unit in training, the company clerk must type copies of the training program and course outlines for the officer-instructors. At regular intervals he prepares periodic training status reports and company histories to report to high officials the progress of the unit in the training program.

On our post the company office clerks also do considerable typing in connection with keeping mess account records, preparing statements, invoices, and letters, and sending out checks to reimburse suppliers. This is all closely tied in with the company fund, of which the company commander is custodian. The clerk must frequently type vouchers, certificates, and statements of account in order to keep the fund records up to date and in good order.

The Company Store

Since our post is small, we have no civilian-operated post exchange. As a substitute, a small soldier-operated company store has been organized, and the company clerk has set up a simple single-entry system of accounts. He must close books, prepare statements, draw checks, and pay bills.

Rosters of company personnel, arranged by rank, showing name, serial number, and other useful information, must always be available. Rosters must be revised for every change in strength of personnel or rank of personnel.

To the uninitiated, the foregoing description is probably nothing short of bewildering. When considered item by item, however, there are no technical problems that a soldier well-grounded in business cannot undertake. Courses that deserve special emphasis for adequate preparation are typing, filing, business English, office machines (especially duplicating machines), shorthand, office and clerical practice, and bookkeeping. Standard courses can be adapted to meet the needs of the military situation after careful study of the many official and privately published books on Army administration that are available. Not to be overlooked in the preparation of the prospective company clerk is the cultivation of dependability, trustworthiness, courtesy, initiative, patience, a co-operative attitude, and willingness to work.



N. Y. U. Summer Sessions

THE School of Retailing, New York University, New York City, has announced three summer-school sessions: July 7 to July 24, July 26 to August 13, and July 7 to August 13. Specialized courses will be given in merchandising, advertising, management, merchandise information, distributive education, and related fields. Dr. Norris A. Brisco is dean of the School.

W.E.C. Reports Progress

AT a recent meeting of the War Emergency Council of private business schools, H. N. Rasely, president, announced that shorthand, typewriting, and commercial subjects will soon be added to the list of training courses necessary to the war effort. A special report made by Mr. Rasely stated that 1,800 private business schools are ready to recruit and train young men and women to fill essential wartime clerical and secretarial positions.

James E. Huchingson Celebrates Tenth Anniversary as President of C.W.C.

IN March, Colorado Woman's College, Denver, celebrated the fifty-fifth anniversary of its founding and the tenth anniversary of James E. Huchingson's election to its presidency.

Dr. Huchingson, a former teacher of commercial subjects, holds the degree of LL.D. from William Jewell College. Since 1908, he has been connected with Colorado Woman's College. In 1915 he became a member of its board of trustees and in 1930 he was appointed dean. He served as acting president from 1931 until he was elected president two years later. The College has an active business-education department, of which Harold D. Fasnacht is head.

Dr. Huchingson served in both the Spanish-American War and the World War and advanced from second lieutenant to colonel in the infantry.

National Catholic High School Typing Contest

FORTY-ONE Catholic high schools, with a total of 2,052 contestants in nineteen states and Hawaii, participated in the eleventh annual typing contest sponsored by the National Catholic High School Typists Association in March. School trophies were awarded on the basis of median scores. The following schools took first place:

Novice Division, Class A: Mt. St. Scholastica Academy, Atchison, Kansas.

Amateur Division, Class A: St. Adalbert Commercial, Chicago.

Novice Division, Class B: St. Mary's Parochial School, San Antonio, Texas.

Amateur Division, Class B: Catholic Central High School, Hammond, Indiana.

The association has its headquarters at St. Joseph's College and Military Academy, Hays, Kansas.

Learn to Type

With 24 Hours' Instruction!

FRANK P. DONNELLY

THE week-end typing course, given at the New York Y.M.C.A. Schools and described by Charles E. Zoubek in the June, 1942, *BUSINESS EDUCATION WORLD*, has been running successfully since February, 1942. I have been teaching this course for a year—a new group every four weeks. Because many teachers have asked me how I am able to teach adults to type 25 words a minute in four week ends, I am writing this article to explain some of the methods I use.

More than three hundred people have taken the course up to this writing, and without exception all have reported that they thoroughly enjoyed the experience. Students get a total of twenty-four hours of class instruction in four week ends—three hours on Friday evenings and three hours on Saturday afternoons. The Y.M.C.A. provides a typewriter for each student so that he can practice at home.

This course has an especial appeal to adults who want to learn to type in a hurry and yet do not want to attend school four or five evenings a week.

The average age of the men and women who have enrolled in this course is 33. Some students have been using typewriters for years—typing with two fingers while looking at the keys. Some of the men expect to be in the armed forces within a short time and want to learn to type in order to get better ratings and higher pay. Some of the women want to prepare for part-time jobs that require a knowledge of typewriting. Others want to learn to type for personal use.

One woman told me, "Two of my brothers are in a concentration camp in Germany and the Germans require that mail sent to prisoners be typewritten. I must learn to type."

All class time is devoted to the development of basic typing skill. My aim is to bring students to a straight-copying speed of 25 gross w.p.m. on 5-minute tests on simple paragraph material of the Kimball type and to estab-

lish a simple practice routine by which students may continue building skill after the course has been completed.

Ever since the course was inaugurated, the class average for beginners has been between 23 and 28 w.p.m. on 5-minute tests. Many students achieve much more than 25 w.p.m. in the four weeks. In the class just completed, the fastest student typed 50 gross w.p.m., whereas the slowest student typed 14 gross w.p.m. Some of the slowest students are handicapped by having to type "by sight" during the day at their jobs. They have expressed the belief, however, that by following the simple practice routine established during the course they will be able to type entirely by touch after a little more practice.

We have several brush-up students in this course—those who have had previous typing instruction and who desire to improve their basic skill. Some of these brush-ups teach typewriting. Others are commercial-subject teachers who expect to be teaching typewriting in the near future. Those who enter the class writing 30 w.p.m. or less often double their speed in the four weeks—by doing exactly the same practice work as the beginners.

One of the main reasons why I am able to get results quickly is that I stand before a typewriter and demonstrate each thing that I want the students to do. This eliminates a great deal of explanation as to how to strike the keys. I direct the students in every learning effort they make. They are not left to grope

FRANK P. DONNELLY, instructor in the New York Y.M.C.A. Schools, is assistant to Harold H. Smith, editor of typing publications, Gregg Publishing Company. Mr. Donnelly is holder of the 175-word Gregg Expert Medal and demonstrates high-speed shorthand. He was graduated from the High School of Commerce, New York City, well known for developing high-speed shorthand writers. He has conducted in-service training courses for New York city-employed stenographers.



The author conducting his week-end typing course. Members of the class pictured here include an insurance broker, a housemaid, a mother and son, a nurse, a policeman, and a housewife.

and worry and waste time. Controlled practice eliminates a tremendous amount of waste time, because students left on their own often waste more time than they use.

In an intensive course of this kind, it is essential that the teacher immediately win the confidence of all students so that they will respond to commands instantly.

The Keynote Is "Action"

We get right down to business on schedule each session. I do not waste my students' time in calling the roll, for example, because I make my attendance record by checking off the roll while the students are taking a test or correcting a drill.

At the beginning of the opening session, I give a short pep talk and stress the necessity for responding to commands instantly, the importance of home practice and of 100 per cent attendance. Then, without any preliminary explanation of the various parts of the typewriter, I demonstrate the correct method of inserting and removing the paper, calling attention to the two parts used in performing this operation—the right-hand cylinder knob and the paper-release lever. When the students have imitated the process once or twice, I then show them how to assume the home position.

It is now time to begin writing word. I use twenty-five 3-letter words to cover the entire alphabet, plus the comma and the period. After the first word is introduced and practiced, *only one new character* is introduced in each succeeding new word, thus simplifying the students' learning efforts. I demonstrate each word before it is typed by the students. Each word is practiced five or six times, at first slowly and then rapidly—with the students calling the letters as they make the reaches.

Since good typing requires that the keys be struck rapidly and accurately, I teach the students to make fast motions from the very first. I urge them to call the letters vigorously as they make the reaches. This helps to train the mind as well as the fingers and brings about a more rapid co-ordination of both. I cover the alphabet in from 60 to 80 minutes.

Timed Writings Introduced

Immediately after the alphabet has been covered, I introduce timed writings. I ask the students to type as many of the twenty-five words as they can in 10 seconds. After they count and correct this test, I ask them to start at the same place again and urge them to add a few more strokes on the next 10-second test. I ask for a show of hands of those who have improved.

The next 10-second test is on those words not completed in the first two tests. I ask them to begin again from this second starting point. When they have finished, they raise their hands if they have improved. I continue this procedure until everyone in the class has written the entire list. Then I increase the timings to 20 seconds, following the same procedure—then to 30 seconds and to 1 minute. The students have by now entered into the spirit of competing against themselves and one another and are convinced that learning to type can be fun.

When the students leave the class after their first 3-hour session, they are completely satisfied with their progress. And they have every right to be, because many of them have written as many as twenty-five of these 3-letter words a minute before the end of their first lesson.

In much the same manner I introduce 4-, 5-, and 6-letter words. I demonstrate how the word is to be written; the students imitate my performance. After ten or twelve words have been covered in this way, I stand at my machine and lead the students in writing the entire list metronomically at various rates. This provides a pattern for the initial practice on sentences.

Throughout the course, I use a small amount of easy material for repetition practice to give the students confidence and thus make it possible for them to increase their speed more rapidly. As it is my aim to train fingers to move rapidly and accurately about the keyboard, I do not throw obstacles in the students' way by changing the copy after they have typed

it just once. The more confidence I can instill in them, the harder they will try to get their fingers moving swiftly, surely, and accurately. I constantly remind the students that they are competing against their best previous performance on 30-second, 1-minute, and 5-minute tests.

Between the ninth and twelfth hours of class work, I introduce 5-minute tests. I avoid calling 5-minute efforts "speed tests," because the very mention of the term upsets learners; they immediately become tense and nervous and make unnecessary errors. The purpose of any test longer than 1 minute is not to develop speed but rather to develop sustaining power—the ability to type steadily at somewhere near the minute rate for longer and longer periods, without losing control of accuracy.

It has been the experience of those who have trained for contests and demonstration work that all gains in speed are made on short, intensive efforts of 1 minute or less—on sentences, on phrases, and even on individual words. Therefore, I give about twenty 1-minute or shorter efforts in this week-end course for every 5-minute writing.

My enthusiasm for this week-end course grows with each new group. I am convinced that typing instruction can be speeded up to the advantage of the student and that the best way to do this is by the demonstration method. You have but to try it to get a real thrill out of teaching typewriting.

Because of the increasing and continuing demand for this course, we are planning to hold classes throughout the summer.

ON MARCH 20, two well-known private business schools, Burdett College and Bryant & Stratton School, both of Boston, participated in a unique joint ceremony when they graduated 142 yeomen for the United States Navy. The exercises were held in the Victoria Hotel. Capt. Kenneth C. McIntosh, S.C., U.S.N., gave the commencement address.

This is the first class to be graduated by these two schools since they received contracts from the Government to train yeomen. Lieut. Comdr. William M. Cashin, U.S.N.R., is the commanding officer of this naval training school.

In April the status of the Naval Training Program at these two schools was changed and they are now training WAVES for storekeeper duties.

THE five shorthand classes of Miss Evelyn Inman, at North Plainfield (New Jersey) High School, believe that victory is everybody's business—and out of their earnings have donated more than \$200 to the United States Treasury. The following citation was received for their first \$100.

In recognition of the patriotic and generous donation made to the United States, this citation is awarded to The Alpha, Beta, Gamma, Sigma, and Omega Clubs of the Shorthand Department, North Plainfield High School, North Plainfield, New Jersey. Given under my hand and seal on December 18, 1942. Henry Morgenthau, Jr.

The clubs earn money by means of contests, cake sales, pet shows, and other events.



How Naval Storekeepers Are Trained

*Courses of Instruction Given by Staff
Members of the United States Naval
Training School, Indiana University*

Reported by H. G. ENTERLINE
Supervisor of Instruction in Aviation
Accounting

ON February 1 the first group of WAVES, four divisions, graduated from the U. S. Naval Training School at Indiana University. Admiral John Downes, Commandant, Ninth Naval District, and Lieutenant Commander Mildred H. McAfee, Director, Women's Naval Reserve were the principal speakers. The theme of Commander McAfee's address was "Marching Women." The graduates were granted diplomas by Elvin E. Eyster, director of the school, and were welcomed as alumni of Indiana University by President Herman B. Wells. This group of WAVES completed in twelve weeks a course normally scheduled for sixteen weeks.

The ages of the graduating WAVES ranged from twenty to thirty-five years. Forty-four states were represented. Soft southern accents mingled with those of Brooklyn and Boston on the university campus and in the classrooms.

Twelve per cent of the WAVES were college graduates; over 50 per cent had attended business or technical schools; and more than one third had received some college training.

Courses of Instruction

At this Naval Training School, students receive, in addition to "boot training" for the WAVES, formal instruction in Naval Organization, General Storekeeping, Clothing and Small Stores Accounting, Accounting for Provisions, Aviation Supply Accounting, Ship's Store Accounting, Disbursing, Typewriting, Shorthand, and English and Correspondence. Supervisors of instruction and instructors in the

various fields are presenting, in this article and one that will be published next month, brief outlines of the courses.

Naval Organization Paul S. Mills, Instructor

A recognized principle in business education is that occupational trainees should have the opportunity to acquire knowledge above and beyond the specialized skills required for entry into a particular occupation. This principle is recognized in the training of storekeepers for the Navy.

No business on earth has made greater expansion in a given length of time, or requires a greater variety of skills and specific types of training, than the United States Navy. As in business, so in the Navy it is important that every member of its personnel have some knowledge of his organization.

Naval Organization is an essential part of the training program of both yeomen and storekeepers. For the WAVES, this instruction is included in their indoctrination. Men who are storekeeping trainees receive a series of lectures in Naval Organization. These lectures are usually twelve in number and 50 minutes in length. The topics included are: The Navy Department, Shore Establishments, Forces Afloat, Ship Organization, and Naval Courts.

The Navy Department. Discussion of the Navy Department includes an overview of the administrative organization of the naval establishment. Lectures are supplemented with charts and diagrams. By such means, the trainees

become acquainted with the functions of naval offices and bureaus.

Shore Establishments. Each trainee must appreciate that the primary purpose of shore establishments is to support the forces afloat. Discussion includes pertinent information concerning naval districts, naval bases, and Navy yards.

Forces Afloat. Lectures on "Forces Afloat" provide trainees the opportunity to learn the basic units of organization for vessels and aircraft. Attention is given to the subdivisions of the United States Naval Forces: the United States Fleet, Naval Transportation Service, Naval Coastal Frontier Forces, Special Task Forces, Special Duty Ships, Naval District Craft, and the Fleet Marine Force.

Ship Organization. Of particular interest to the trainees is the organization of a ship's company into divisions, sections, and crews. Emphasis is placed on the fact that a storekeeper's duties are twofold; namely, his duty as a military man, and his duty as a specialist. Each man must understand his duty as part of a fighting unit.

The Battle Bill is discussed as the foundation upon which all ship organization is based. The positions and duties of the various officers are explained in connection with a diagram which illustrates the chain of command and the departmentalization aboard ship.

Naval Courts. Every person in the Navy should have some knowledge of the basic principles of Navy law. Attention is given to the various naval courts; which include the captain's mast, the deck court, summary court-martial, and general court-martial. Trainees are expected to be familiar with methods of convening the various courts, and with the modes of punishment which may be prescribed according to Navy Regulations.

General Storekeeping

John C. Crouse, Supervisor of Instruction

The course in General Storekeeping is designed to give training in the fundamentals of procurement, handling, and expenditure of general stores.

Serving as a background for the understanding of the operation of the Navy Supply System, the course includes such basic units as naval organization for general storekeeping, the financing of naval activities by means of appropriations and funds, and the Navy system

of accounting for supplies, material, and money.

With this over-all picture of the Navy Supply System in mind, the student is given extensive information and problems dealing with purchasing and the transferring of materials. This is followed by the process of expending materials by issues to departments, by transfer from one account title to another, by transfer to supply officers of other activities, and by survey of unserviceable materials. The method of taking physical inventories and the preparation of periodical returns required by the Bureau of Supplies and Accounts conclude the course.

Clothing and Small Stores

Ernest Gaunt, Instructor

Clothing and Small Stores accounting includes information concerning the manufacturing, purchasing, storing, transferring, issuing, and accounting of clothing and other small items generally included in the sailor's full bag of clothing.

The primary purpose of the course is to familiarize the storekeeper with the record keeping necessary to maintain properly balanced stocks in the storerooms; and to make issues properly on either a cash or credit basis. The student learns how to complete the necessary forms, who must approve them, how they are to be checked, and their proper routing.

The student learns how clothing is distributed by the Naval Clothing Depot to the various activities ashore and afloat. Practical exercises are completed by each student. Exact information is entered on standard Navy invoices and forms, and entries are made in the proper ledgers. The student follows practice exercises through the complete accounting cycle and thus gains considerable experience in the various duties of storekeepers. Such activities include entering invoice extensions, posting to ledger accounts, checking stock against invoices, preparation of stock cards, preparing the inventory, preparing the Balance Sheet, and setting up the packet of fiscal returns required by the Bureau of Supplies and Accounts.

One problem peculiar to this course is that of taking up on the appropriate ledgers losses and gains resulting from changes in the issue prices of clothing, which are revised annually by the Bureau. Other records of adjustments are required because of defective clothing, transfers to other supply officers and to other

accounts, health and comfort issues, alterations, procurement of civilian outfits, and changes in clothing allowances of enlisted men.

Upon completion of the course the storekeeper has the information necessary to store, check, and account for every item of stock that may be placed in his custody, wherever he may be assigned—the Naval Clothing Factory, ship, shore station, or Supply Office.

Provisions Accounting

Dean R. Malsbary, Spec. (T) 1c, U.S.N.R.,
Instructor

The significance of a course in Provisions Accounting is seen when it is considered that campaigns are won only by men who are well fed. The morale of the United States sailor is higher than that of any other country's sailors, chiefly because he is better fed. Perhaps in no other phase of naval supply is accurate accounting so important.

The school trains its men in the basic accounting practices necessary to enable the supply officer to maintain an adequate but not excessive supply of food aboard. From this training, the men learn to estimate the amount of provisions needed during a cruise. This entails consideration of the number of rations to be issued per day, length of the cruise, the climatic conditions to be encountered, and how these conditions will affect provisions stowed in the space available.

They learn the sources of replenishment, how to order from supply ships, and how to order from shore establishments when stock cards indicate low limits. The trainees receive instruction in how to receive and stow provisions brought aboard and to check such provisions against the invoices accompanying the goods before custody is accepted. They learn how to prepare the requisitions authorizing a "break-out" of provisions from storerooms for use in the general mess. They are instructed fully in the duties and responsibilities of those who accept custody of provisions, and in the method of maintaining a cost of ration per man within the daily allowance.

An attempt is made in the classroom to approximate actual working conditions. Class work includes practice in the preparation of forms supplied by the Bureau of Supplies and Accounts. Procedures followed both ashore and afloat are demonstrated. Through the actual use and handling of these forms, the

students learn to make out and record on the books of account in the supply office the vouchers substantiating the receipt or expenditure of provisions. Thus, when they are confronted with these vouchers and record books at their assigned stations, they will be able to enter upon their duties with a minimum of adjustment.

Aviation Supply Accounting

W. J. Cleaver, Instructor

The complement of an aircraft carrier includes from thirty-five to fifty storekeepers assigned to assist the supply officer in the care and distribution of and accounting for an almost endless variety of items necessary to operate squadrons of aircraft from a fighting ship. To maintain operating units afloat, Naval Air Stations are located throughout the country. Storekeepers at these bases are responsible for stores in storerooms and repair shops, for the stowage and care of the highly technical aircraft parts, and for the accounting necessary to keep the correct supply of aircraft parts in the right places.

The supply system for naval aviation centers around a clearing or distribution point where procurement and distribution of technical aircraft material is co-ordinated and controlled. Periodic excess stock reports from operating units are submitted, enabling rapid transfer of vital materials and preventing accumulation of stocks at some points while other units may be in need. Speed is essential. A squadron of fighters might be grounded for the lack of a few small repair parts.

The storekeeper assigned to duty with aviation activities must be armed with a knowledge of the intricacies of the supply system in order to carry out his part of the process efficiently. Stock records must be kept of the custody of naval equipment; requisitions and invoices are prepared for stock replenishment or change of custody; storerooms must be managed for the issue of mechanical parts required for maintenance. A familiarity with aircraft designs and the names of manufacturers who build the equipment is essential; so also is a knowledge of the classes of stock of a nontechnical nature that are used for aviation activities. By its very nature, Aviation Supply Accounting is probably more detailed and more technical than any other phase of the Navy Supply System.

Ship's Store Max Keith, Instructor

The members of a crew must be kept contented and happy if they are to work efficiently. The Ship's Store is second in importance to Provisions in maintaining the morale of the crew. Items for sale are those that add to the health and comfort of the men aboard, such as tooth paste, tobacco, candy, soap, and the like. The store operates at a profit, which is definitely allocated for the entertainment of the crew.

The duties of the storekeeper assigned to the Ship's Store are related either to activities involving custody and care of stores in the storeroom or to activities in the salesroom, where they are closely akin to the duties of a retail clerk.

The salesroom storekeeper's job is full-time, except in time of battle. He must keep his stock replenished from the bulk storeroom in amounts sufficient to meet the demands of his patrons. All items in a Ship's Store are sold for cash, and at the end of each day the cash received from sales is checked and turned over to the Disbursing Office. Unexplained losses may be deducted from the storekeeper's pay.

The storekeeper must know how to take inventories; he must be able to add accurately; he must possess a sense of orderliness; and, if assigned to the salesroom, he must have the ability to maintain the good will of his patrons.

The storekeeper must be able to figure percentage and make adjustments on ledgers for changes in cost and selling prices, and he must be able to make change correctly. He must also be able to perform the many miscellaneous tasks required of a clerk in the ordinary retail store, although his personal responsibility is much greater than that of a retail clerk.

(The June B.E.W. will carry descriptions of Navy courses in disbursing, typewriting, shorthand, English, and testing.)

The Navy's Policy on Preinduction Training

TEACHERS who read "A Preinduction Course in Clerical Procedures" in the April B.E.W., describing the materials available for the preservice training of Army clerks, will no doubt be interested in knowing whether parallel materials are available for students who wish to train for clerical work in the Navy.

The Navy's present policy regarding preinduction training of all kinds is expressed in the following letter.

NAVY DEPARTMENT
BUREAU OF NAVY PERSONNEL
WASHINGTON, D. C.

The established policy of the Navy Department with regard to high school courses for those students who expect to enter naval service is that they should receive sound instruction in the basic disciplines, such as mathematics, physical sciences, English, American history, and physical education. The Navy Department would prefer to have high school teachers continue to give systematic instruction in these fields instead of trying to give specialized instruction which the Navy Department can better provide in its own established training units. The Navy Department is therefore not prepared to suggest any revisions in the fundamental courses of study. It prefers to leave such matters in the hands of local school systems.

The Navy Department is not opposed to such specialized work as schools may be able to provide in addition to the regular school program. Many school systems have been able to offer students, either in formal class work or in extracurricular activities, an introduction to such fields as aeronautics and radio. For suggestions concerning ways in which the program of the school can be augmented along such lines, the U. S. Office of Education should be consulted. This work should, however, supplement rather than displace any of the customary offerings.

Sincerely yours,
(Signed) RANDALL JACOBS,
Rear Admiral, U.S.N.,
The Chief of Naval Personnel.
(Signed) J. P. WOMBLE, JR.,
Commander, U.S.N.,
By direction.

WE have been informed by B. Frank Kyker, Chief, Business Education Service, U. S. Office of Education, that the University of Tennessee, the State University of Iowa, New York University, Indiana University, University of Pittsburgh, Woman's College of the University of North Carolina, George Peabody College for Teachers, and Columbia University have decided to offer a summer-school course in materials and methods in a preinduction course in clerical procedures.

THE state of Michigan has appropriated \$70,000 to buy Ferris Institute at Big Rapids and \$175,000 to operate it for the fiscal year beginning July 1. The state proposes to make a vocational school of the institution and to operate it under the jurisdiction of Central Michigan College of Education at Mt. Pleasant.

Code Practice and Touch Typing

DAVID J. KAPPEL

Far Rockaway (New York) High School

CODE Practice and Touch Typing" is one of the official preinduction training courses prepared by the War Department, with the co-operation of the U. S. Office of Education. A booklet outlining the course is included in the Basic Radio Code Practice Kit described below.

The course, which prepares boys and girls for advanced training required for technical Army occupation, will be known in New York City high schools as "Radio Code Practice." Frederick Ernst, Associate Superintendent of the New York Public Schools, has assigned the teaching of this course to the Departments of Secretarial Studies.

I quote from the instructor's manual, *Basic Radio Code*, PIT 301.

So many skilled radio operators are required at the present time that provision must be made immediately to supplement the training being given by radio schools of the armed forces and civilian radio schools. The work of schools operated by the armed forces can be speeded up greatly if these schools can draw on large numbers of enlisted personnel who are already equipped with a basic working knowledge of International Morse Code.

This course is designed to give both civilian groups and units of the Army and Navy such a working knowledge of the code. It is an outgrowth of the teaching experience and the experimental work done in various units of the armed forces.

The Basic Radio Code Practice Kit

To standardize instruction of code in schools and colleges, the Army has suggested that all schools use the Basic Radio Code Practice Kit. To assemble and distribute this kit to schools, the Preinduction Section, Civilian Personnel Division, Services of Supply, War Department, has designated five New York publishers, whose names and addresses are given in the bibliography at the end of this article.

The kit consists of a complete set of seventeen 12-inch double-faced phonograph records, an instructor's manual, a package of fifty copies of printing charts and phonetic alphabets, and 1,250 pupils' self-scoring practice sheets in convenient pad form.

On January 30, Kendrick Noble, of Noble & Noble, gave a demonstration of the use of the phonograph records to 200 teachers. He also gave a demonstration of the use of a straight key and "bug" wired to a Bud Audio Oscillator.

Mr. Noble, an expert instructor of the Morse Code, teaches code at the Radio School, Rivington and Forsythe Streets, New York City, under the auspices of the New York City Board of Education War Industries Training Program, which is supervised by George Pigott, Jr., Associate Superintendent of Schools. At this school, men are being trained for the Signal Corps Reserve.

Typewriting for Radio Operators

The importance of typewriting for radio operators in the U. S. Signal Corps schools is indicated by the following quotation from *The Radio Operator*, Army Manual TM 11-454:

"The ability to use a typewriter increases the value of an operator, and this fact should be emphasized when code instruction is initiated."

In *Basic Radio Code* is this paragraph:

Use of the Typewriter in Receiving. If typewriters are available, it may be desirable to teach code students to record messages by typewriter. If this training is given, it should be entirely by the touch system. The use of typewriters is general in many large radio stations, and the ability to take down messages in this way is an advantage to an operator.

As explained in "Morse Code Typewriting Clubs," an article which appeared in the December BUSINESS EDUCATION WORLD, we organized two classes in radio code practice at Far Rockaway High School. This war course is open to both boys and girls. Students meet five times a week for 45 minutes a day. Requirements are that the pupils have a basic knowledge of typewriting and that their grades be average or higher.

Since the organization of the Morse Code Typewriting Clubs, we have advanced from the experimental stage with makeshift equipment to the actual use of the required radio code

equipment. We have the following equipment for instructional purposes: the Basic Radio Code Practice Kit, a "straight key" wired to a Bud Audio Oscillator, an instructograph motor machine (a tape machine for teaching code), Linguaphone Morse Code Phonograph Records, and headphones connected to the Bud Oscillator.

Every boy who has the ability should be taught Morse Code before he is graduated from high school. Captain Guy Daniels, U. S. A., made the statement at Mr. Noble's demonstration that it would be a good thing if every man in the Army knew the Morse Code. Every member of a bomber crew, for example, must know the code.

Some schools prefer the Army method of teaching code; others prefer the Nilson method.

My advice to commercial teachers who intend

to use the Basic Radio Code Practice Kit is that they learn the code, which they can do by studying *Learning the Radiotelegraph*, *Radio Code Manual*, *Acquiring the Code*, and *The Radio Operator* (TM 11-454). These books are listed in the bibliography at the end of this article.

From my experience, I have these further suggestions for teachers:

1. Do not teach the letters in their normal alphabetic order.
2. Teach your pupils to recognize the code sounds, not the number of dots and dashes.
3. If your school cannot afford to buy the kit for \$35, use the Linguaphone records. These records follow the Nilson method.
4. Teach the code to girls—to meet the needs of the WAAC, WAVES, SPARS, and Marines.

Equipment and Bibliography

Some of the items of equipment listed here may be purchased only with a high priority. Information about priorities may be obtained direct from the various manufacturers.—*Editor*.

EQUIPMENT

Ayers Automatic Code Machine, Ayers Automatic Code Machines, 711 Boylston Street, Boston, Massachusetts.

Basic Radio Code Practice Kit, \$35, f.o.b. New York; distributed by Thomas Y. Crowell Company, 432 Fourth Avenue, New York; Ginn and Company, 70 Fifth Avenue, New York; Noble & Noble Publishers, Inc., 100 Fifth Avenue, New York; Charles Scribner's Sons, 597 Fifth Avenue, New York; Silver Burdett Company, 45 East 17th Street, New York.

Bud Audio Oscillator (speaker and oscillator), Bud Radio, Inc., Cleveland, Ohio, \$11.50.

Cinaudagraph Speaker, Cinaudagraph Speaker, Inc., 3911 South Michigan Boulevard, Chicago, Illinois.

Instructograph (tape machine), Instructograph Company, 4209 Sheridan Road, Chicago, Illinois: motor machine, \$32.50 (priority); hand machine, \$20.25 (no priority); hand machine, \$14.50 (no priority).

Linguaphone Phonograph Record Set, five double-faced records, Linguaphone Institute, 30 Rockefeller Plaza, New York, \$7.50 a set.

Oscillatone (speaker and oscillator), McElroy Manufacturing Co., 82 Brookline Avenue, Boston, Massachusetts, \$11.45. (This company also manufactures various tape and telegraphic machines.)

Teleplex machines (tape machines), Teleplex Company, 106 Hudson Street, Jersey City, New Jersey. Master Teleplex, \$62.50 (priority); Junior Teleplex, \$42.50; Standard Teleplex, \$27.50; Standard Teleplex, \$22.

Telegraphic Key, Teleplex Company, 106 Hudson Street, Jersey City, New Jersey, \$1.75.

Telegraphic Key, M. M. Fleuron & Company, Jersey City, New Jersey, \$1.65.

Model 200 Streamkey, McElroy Manufacturing Co., 82 Brookline Avenue, Boston, Massachusetts.

Model 500-742 Speed Key, McElroy Manufacturing Co., 82 Brookline Avenue, Boston, Massachusetts.

Vibroplex Champion Key, Vibroplex Co., Inc., 833 Broadway, New York, \$9.85.

The Pocket Signal Disk, C. S. Hammond & Co., 1 East 43d Street, New York, 35 cents.

The Pocket Signal Disk, Standard Novelty Company, La Jolla, California. (Made for the Boy Scouts of America.) 35 cents.

ARMY MANUALS

(Order from the Superintendent of Documents, Washington, D. C.)

FM 11-5 *Signal Corps Field Manual* (Mission, Functions, and Signal Communication in General), 35 cents.

TM 1-235 *The Weather Observer*, \$1.

TM 11-361 *Technical Manual Test Sets EE-65 and EE-65-A*, 10 cents.

TM 11-432 *Code Practice Equipment*, 20 cents.

TM 11-450 *Training of Signal Communication Personnel*, 15 cents.

TM 11-454 *The Radio Operator*, 20 cents (restricted).

TM 11-455 *Radio Fundamentals*, 25 cents.

List of Radio Publications, free.

NAVY BOOKS

H.O. 206 *Radio Weather Aids to Navigation*, 1942, Hydrographic Office, Washington, D. C., 90 cents.

International Code of Signals (American Edition), Vol. I—Visual, 1931, Hydrographic Office, Washington, D. C., under the authority of the Secretary of the Navy, \$2.25.

International Code of Signals (American Edition), Vol. II—Radio, Hydrographic Office, Washington, D. C., under the authority of the Secretary of the Navy, \$1.80.

MAGAZINES AND BOOKS

(The first nine listed may be purchased from the American Radio Relay League, West Hartford, Connecticut. All may be purchased at large radio stores, such as the Sun Radio Store, 212 Fulton Street, New York.)

Hints and Kinks, 50 cents.

Learning the Radiotelegraph, 25 cents.

Lightning Calculators, \$1.

How to Become a Radio Amateur, 25 cents.

Q S T (a monthly magazine), 25 cents.

The A.R.R.L. Antenna Book, 50 cents.

Radio Amateur's License Manual, 25 cents.

Radio Amateur's Handbook, special defense edition, 1942, \$1.

Radio Amateur's Handbook, 1943, \$1.

Acquiring the Code, R.C.A. Institute, 75 Varick Street, New York, 26 cents.

Radio Code Manual, Arthur R. Nilson, McGraw-Hill Book Co., Inc., 330 West 42d Street, New York, \$2.

Radio News, U. S. Signal Corps Issue, published by the Ziff-Davis Publishing Co., 540 Michigan Avenue, Chicago, Illinois. Subscription price \$3 a year; monthly issues 25 cents.

Flying, Ziff-Davis Publishing Co., 270 Madison Avenue, New York City, \$3 a year.

TYPEWRITING BOOKS

Typing for Radiomen and Telegraphers, H. H. Smith and H. M. Newman, Gregg Publishing Company, 270 Madison Avenue, New York, 60 cents.

Typewriting Technique, Part I, Basic Skill, H. H. Smith, Gregg Publishing Company, 270 Madison Avenue, New York, 60 cents.

Typing Code, H. B. Bauernfeind et al., to be issued soon by the Gregg Publishing Company, 270 Madison Avenue, New York.

RADIO THEORY BOOKS

Audel's New Radioman's Guide, Theodore Audel & Company, 49 West 23d Street, New York, \$4.

Fundamentals of Vacuum Tubes, Eastman, McGraw-Hill Book Company, 330 West 42d Street, New York, \$3.60.

Communication Engineering, Second Edition, Everitt, McGraw-Hill Book Company, 330 West 42d Street, New York, \$4.

Radio Engineering Handbook, Third Edition, Henney, McGraw-Hill Book Company, 330 West 42d Street, New York, \$4.

High Frequency Measurement, Hund, McGraw-Hill Book Company, 330 West 42d Street, New York, \$4.

Radio Engineering, Second Edition, Terman, Mc-

Graw-Hill Book Company, 330 West 42d Street, New York, \$4.

Practical Radio Communication (a standard textbook on radio operating), Nilson and Hornung. (Covers scope of all classes of licence examinations.) Nilson Radio School, 51 East 42d Street, New York, \$5 postpaid.

Pre-examination Test for Radio Operators. (A checking service that tests knowledge of each question in questions-and-answers book.) Nilson and Hornung, Nilson Radio School, 51 East 42d Street, New York, \$5 per element.

Radio Operating Questions and Answers, Seventh Edition, Nilson and Hornung. (Covers all FCC commercial license examination elements.) Nilson Radio School, 51 East 42d Street, New York, \$2.50 postpaid.

Modern Radio Servicing, Alfred A. Ghirardi, Radio and Technical Publishing Co., 45 Astor Place, New York, \$5.

Radio Physics Course, Second Edition, Alfred A. Ghirardi, Radio and Technical Publishing Co., 45 Astor Place, New York, \$5.

Principles of Radio, Keith Kenney, 1942, John Wiley & Sons, 440 Fourth Avenue, New York, \$3.50.

Electrical Communication, Second Edition, Arthur L. Albert, 1942, John Wiley & Sons, 440 Fourth Avenue, New York, \$5.

MAGAZINE ARTICLES

"Commercial Courses in the Army," *Business Education World*, May, 1942, David J. Kappel.

"Morse Code in a Morsel," *Esquire*, March, 1942.

"Morse Code Typewriting Clubs," *Business Education World*, December, 1942, David J. Kappel.

"Preinduction Training in Shorthand and Typewriting," *High Points*, Board of Education, New York, David J. Kappel.

AN abstract of Dr. Maye C. Hylton's doctoral dissertation, "A Standardized Secretarial Achievement Test for Collegiate Use," has been published by Alpha Chapter of Delta Pi Epsilon for members of that honorary graduate fraternity. The abstract was edited by Milton C. Olson.

Dr. Hylton's test is in three parts: General information and fundamentals, stenographic performance, and typewriting performance.

Dr. Hylton is now a training specialist, directing the in-service skills training program of the Office of the Chief of Transportation, Washington, D. C.

G. ELWOOD HOOKEY, on leave of absence from Brazil (Indiana) High School, has been appointed to the staff of the U. S. Naval Training School (Radio) at Northwestern University, Evanston, Illinois, as a typewriting instructor.

A College Course For Training Aviation Secretaries

RUTH E. BELL

AT Black Hills Teachers College, Spearfish, South Dakota, a class in aviation stenog-

raphy is progressing rapidly. As Spearfish has the only airport in the Black Hills area and the college was chosen at the beginning of the Government's pilot-training program to handle this training, it was natural that we should attempt to train girls to be secretaries for airports, air transport companies, airplane factories, dispatch towers, weather bureaus, and other organizations in aviation.

Aviation Secretaries in Demand

The present demand for these secretaries is great. If Governmental plans for the post-war period materialize, this demand will continue to increase for several years to come. Supplying this training can be one of our contributions to the war effort now. Later, it will help to fit young people vocationally for the postwar world.

Our students have two hours a day of aviation dictation and three hours of transcription. In addition, they attend the Army Civilian Pilot Training ground school five nights a week for two hours. ("Civilian Pilot Training" is still the name of the program, although the "civilian" part of it has long been a misnomer. All the men who are now enrolled in it are enlisted in some branch of the air forces and are inducted immediately upon completion of their training.)

At the ground school, these students study practical problems—the application of theory. In addition, they give up part of their lunch hour to the study of code.

Lacking specially prepared texts, we began with *Meteorology for Pilots* (Civil Aeronautics Bulletin No. 25), and used *Much-Used Avia-*

"Airline Secretaries" in the November B.E.W. described an ever-widening field for stenographers in air transport companies. Miss Bell's article tells of the unusual preparation she gives her secretarial students for employment in all branches of aviation.

tion Terms and the *Gregg Shorthand Dictionary* to develop a special shorthand vocabulary.

The girls literally learned the meteorology book as I dictated it—at first slowly, perhaps 40 words a minute. By Christmas, the class average for dictation of this highly technical material was 130 w.p.m., with transcription at 30 w.p.m.

In addition, we raided the physics laboratory and visited the local airport weather station to examine such instruments as mercurial and aneroid barometers and recording hygrometers.

The kit of films that the Civil Aeronautics Association puts out for use in ground-school instruction has been of particular help. (More than any other experience, these films have convinced me of the value of visual aids in school instruction.) For class purposes I run the films slowly.

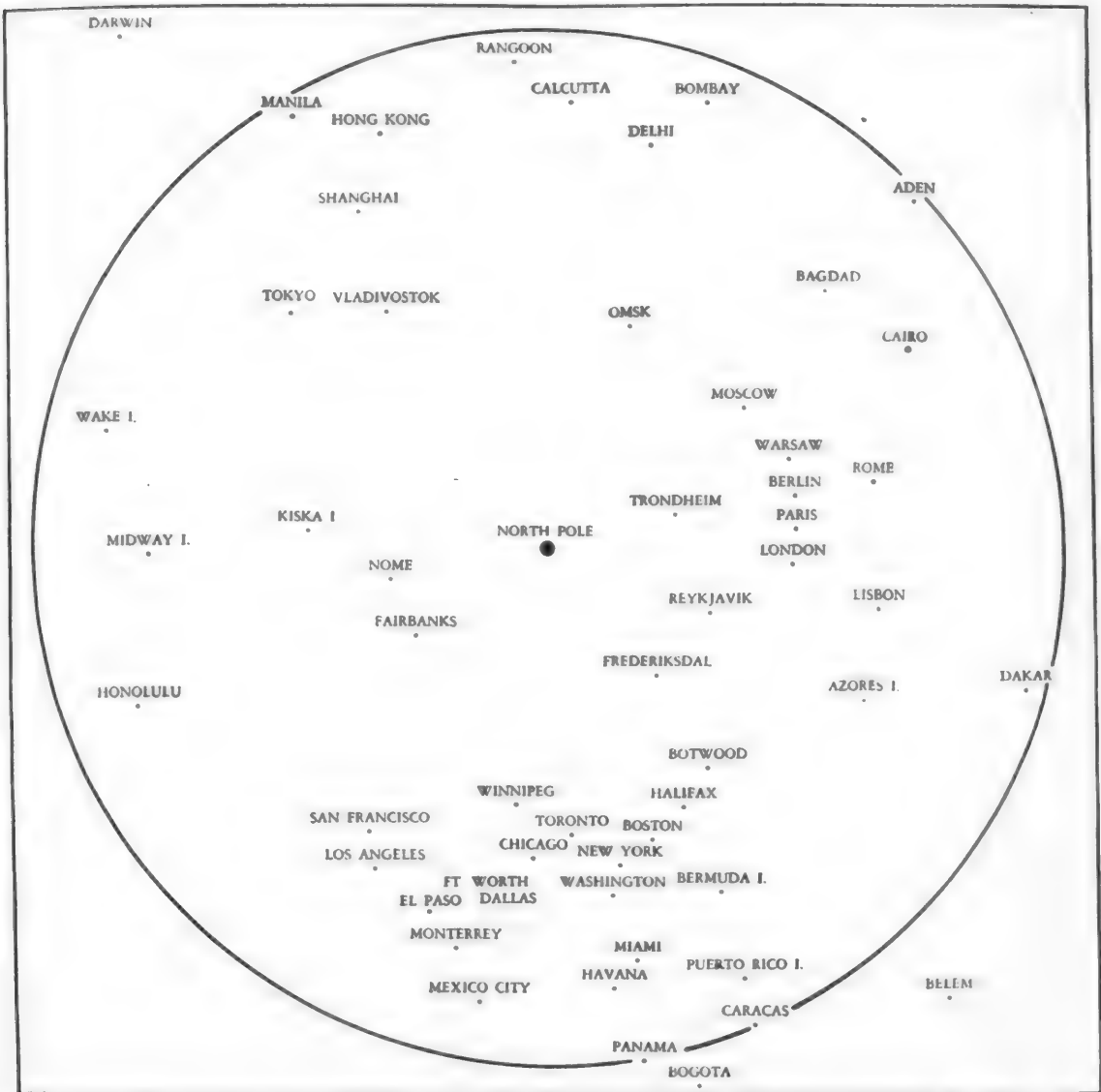
During the spring quarter, my students are taking an office-practice course, greatly modified to include duplicating work and filling in forms, because there is a tremendous amount of such work at all base offices.

Seeking Employment

As you can see, we are extremely busy—but we are also happy. Although all the girls plan to seek employment in airports, I have forbidden them to apply for positions yet. I hope that some of them will enlist in the Women's Army or the Women's Reserves of the Navy and Marines; but the final decision, of course, will rest with them.

Only the most able, efficient, mentally alert, and personally pleasing young women should be permitted to enroll for an aviation stenography course. Although this may sound se-

AIR MAP



Adapted from American Airlines Air Map

"With the North Pole in the center, and every direction from it South."

vere, I am looking at the matter realistically when I say it. It is sheer waste and folly to permit students who cannot meet these preliminary high standards to take the training.

In constructing the curriculum for this training, I have kept in mind that the students must be educated in the subject matter of aviation, as well as in the shorthand outlines for the special terminology and in a standardized general office procedure.

This is a radical departure from previous educational practice. Usually, as it is assumed that an average student is familiar with gen-

eral business terms only, the outlines for these terms are taught in the shorthand class. This does not hold true for stenographers who are preparing to work in large airplane plants, airports, dispatcher's towers, and weather bureaus. The average student knows absolutely nothing about the fundamental scientific and mechanical knowledge upon which these operations are based. Because the safety of human lives depends upon absolute precision and accuracy, aviation personnel must be thoroughly trained.

Thus, the first step in training aviation

RUTH E. BELL, head of the Secretarial Department at Black Hills Teachers College, Spearfish, South Dakota, formerly worked for the Government at Washington as Assistant Public Relations Officer. She holds degrees from Washburn and Clark Universities and is studying toward her doctorate. She has pioneered in training young women for the specialized work described here.

stenographers is to provide for thorough instruction in meteorology (including weather maps and weather teletype reports), aerodynamics, principles of plane construction, flight instruments, airplane motors (power plants), servicing of aircraft, aerial navigation (avigation), civil air regulations, and code.

This does not mean that each fledgling stenographer must be able to service a motor, construct a plane, or double for the weather forecaster. It does mean that her knowledge should be sufficient so that when *phugoid oscillations*, *yawing*, *line squalls*, and *tachometers* are mentioned in dictation, she will be able to use the terms intelligently and turn out lucid transcripts.

It also means that she must visualize a circular map of the world, with the North Pole in the center, and every direction from it South. This is the kind of map that aerial navigators (avigators) are using today in plotting bomber and cargo routings. This aerial world deals in four dimensions—the familiar three dimensions of width, breadth, and depth, plus *time*, because in avigation the course to be traveled is plotted in degrees and minutes of longitude and latitude.

Plotting the Training Course

The facilities available to the individual school and instructor will determine to a considerable degree how this information is imparted. It is up to the teacher to use his creative imagination in utilizing all or any combination of the following: Civilian Pilot Training¹ ground schools, instruction by managers of small airports and local private pilots, C.P.T. manuals and films. The important point is that the knowledge must be imparted to the trainee.

The ground school study should be begun only when the student has mastered shorthand

sufficiently to take difficult new dictation material at 100 w.p.m. and transcribe it at 25 w.p.m. with a high degree of accuracy.

Actual stenographic instruction should be divided into three divisions:

1. Comprehensive and thorough training in all subjects ordinarily covered in general office practice.
2. Memorization of the standardized forms used in making reports, the sources of information for filling in these forms, and familiarity with publications of the Civil Aeronautical Association and any other Governmental units that have official connections with air traffic.
3. Quantity dictation of technical material, which should be transcribed under pressure and with great accuracy. (Aviation is a high-pressure industry, and the trainee should learn early to produce accurately and in quantity under pressure.)

Training in One Year

Without doubt, this is a sizable order in training—a really tough program of study. But it can be accomplished in one school year, perhaps less, if the students are as highly motivated as they are in Army ground schools. It has been proved that students can master shorthand in a much shorter time than we have customarily been allotting to it.²

The qualifications for the instructor who trains these aviation stenographers would, ideally, include actual flying time, stenographic experience in several offices of a large airport or base, and successful experience in training efficient stenographers. Lacking these ideal qualifications, the next best thing is for the instructor to make every effort to obtain the needed information at the earliest possible moment, by whatever method presents itself.

But this much is certain: The successful instructor must know this material firsthand, even though he has to learn it at the same time his first class does. He must get the feel of the plane under him; he must soil his hands in learning the parts of a motor; and at some time he must have his ear glued to a weather station radio code receiver. These are actual and vivid experiences—and the success of his students depends to a great extent upon how much realism he gives to his instructions.

¹ This C.P.T. program will become extinct as soon as the present students are graduated. It is being superseded by another program known as Army Air Crew Cadet Training.

² See BUSINESS EDUCATION WORLD, November, 1942, p. 130.

A True-False Secretarial Test

On Telephoning and Receiving Callers

McFADZEN, GRAHAM, and GARDENHIRE

TEACHERS who wish to make duplicated copies of the accompanying secretarial test for free distribution to their own students have the permission of the BUSINESS EDUCATION WORLD and of the authors. J. A. McFadzen, Erin M. Gardenhire and Jessie Graham.

To save space, the correct answer is indicated immediately after each statement.

Section A

Directions: Some of the following statements are true and some are false. If you think a statement is true, place a *T* in the column to the right. If you think a statement is false, place an *F* in the column to the right.

1. Irritation, artificiality, or insincerity displayed by the secretary when speaking over the telephone will react unfavorably against him and his firm. *True.*

2. Your voice carries best when telephoning if you speak slowly, with voice pitched lower than normally. *True.*

3. When a caller refuses to give his name, admit him to your employer's office so as not to offend the caller. *False.*

4. A list of names, numbers, and addresses frequently called is known as a classified telephone directory. *False.*

5. When a secretary telephones a message from the employer, it should be prefaced with "This is Mr. Brown's secretary. Mr. Brown asked me. . ." *True.*

6. In no case is a charge made when a report is given that a person cannot be located in a person-to-person call. *False.*

7. It is necessary at times, when calling persons with whom the executive wishes to speak, to say "Mr. Smith is calling; just a moment, please." *True.*

8. If you hear the operator pass your call to another operator incorrectly, you should correct the operator by giving the number desired. *True.*

9. A station-to-station call is less expensive than a person-to-person call. *True.*

10. When information that is not confidential is desired by a caller, the secretary should give it promptly and directly. *True.*

11. The telephone number of a private home can be found in the classified directory. *False.*

12. In New York, the general telephone directory and the classified directory are in the same book. *False.*

13. When your employer is not in his office, you may say, "I am sorry, Mr. Smith is not here at present." *True.*

14. If you cannot furnish the information desired, you should try to ascertain where the caller may obtain the information. *True.*

15. The classified telephone directory should be consulted to obtain the names of all types of businesses in one class. *True.*

16. In the alphabetic section of the telephone directory, the names are arranged according to the subscribers' addresses. *False.*

17. A station-to-station call is the same as a telephone-to-telephone call. *True.*

18. The secretary should not refer the calling person to another department at any time. *False.*

19. When you telephone to obtain information desired by the executive (for example, to find out the time a train leaves), you should explain to the person who answers all about why you want the information. *False.*

20. The secretarial telephone installation on the Dictograph does not make it possible for the secretary to carry on a conversation with the employer without having the person who is calling overhear it. *False.*

21. Speed, accuracy, and understanding result from talking directly into the mouthpiece of the telephone. *True.*

22. If the person calling does not reveal his name, you should say, "May I tell (your employer's name) who is calling?" *True.*

23. A Dictograph system makes it possible to leave the telephone switchboard clear for incoming and outgoing calls. *True.*

24. The busy signal is a signal repeated less rapidly than the ringing signal. *False.*

25. When a call comes in for the employer while he is engaged, and after he has asked not to be disturbed, the secretary should arrange to call back as soon as the employer is free. *True.*

Section B

Directions: Some of the following statements are true and some are false. If you think a statement is true, place a *T* in the column to the right. If you think a statement is false, place an *F* in the column to the right.

1. A successful receptionist has a firm but kindly attitude and an alert mind. *True.*

2. The caller's attitude is affected by your attitude, tone of voice, and concern for his welfare. *True.*

3. Regular callers can be treated rather carelessly because they know you and you know them. *False.*

4. In greeting several callers who arrive at the same time but on various errands, one should be tactful in order to gain the necessary information for proper classification. *True.*

5. Persons who call by appointment have precedence over other callers who are waiting. *True.*

6. A record of appointments made should be consulted each morning and a copy given to the employer. *True.*

7. Tact, poise, and diplomacy are native characteristics that cannot be developed by training. *False.*

8. A genuine liking for people is a necessary quality for the receptionist. *True.*

9. Most callers are resentful when questioned about the purpose of their visits. *False.*

10. The personal appearance of a salesman, rather than the reputation of the firm that he represents, should be the secretary's criterion for judging the commodity or service he is selling. *False.*

11. Appointment records for callers should be checked the morning of the day on which the appointments are to be kept. *True.*

12. If you are engaged in an important rush task when a caller enters, you need not greet him until the task is finished. *False.*

13. The chief purpose of the secretary's interviewing callers is to conserve the employer's time. *True.*

14. Getting rid of cranks and beggars does not require any special skill. *False.*

15. The ability to deal with people effectively is invaluable to the secretary. *True.*



Dr. H. D. Sylvester New President of Bay Path Institute

THE election of Dr. Harold D. Sylvester to the presidency of Bay Path Institute of Commerce, Springfield, Massachusetts, has been announced by the Institute's board of trustees. Dr. Sylvester succeeds Charles F. Gaugh, who has retired after thirty-five years with the school, during two decades of which he was president. Mr. Gaugh is held in high esteem by the faculty and students for his unceasing interest in helping others.

Dr. Sylvester has had wide experience as an educator in New York, New Jersey, Connecticut, Vermont, and Massachusetts and has taught in the summer schools of the University of Chicago and the University of Iowa.

In addition to degrees in education, Dr.

Sylvester has a master's degree in electrical engineering and has specialized in radio. Under his guidance, a course in radio communication has been added to the Bay Path curriculum. Louis A. Richmond is instructor of the course.



Harvey R. Preston, executive trustee, Dr. Sylvester, and J. D. Bates, treasurer.



Students learn radio theory, operating, and code in the Bay Path radio room. In the background are Dr. Sylvester and Louis A. Richmond, radio instructor.

The school's new radio room is equipped for teaching radio theory, operating, and code. Courses in radio instruction will enable students to train for work in broadcasting stations, ship-to-shore stations, airport control stations, and many other radio posts.

Because of the demand for this kind of training, additional communications equipment was installed in the Bay Path radio room after the first course began in February.

News from Washington

THE NATIONAL EDUCATION ASSOCIATION DIVISION OF PUBLICATIONS has for a number of years published each year what has been known as the Vitalized Commencement Manual. This year it is called the *Wartime Commencement Manual*. It contains summaries of twenty-four of the best programs submitted by schools throughout the country and a half dozen scripts of other programs. Sixty-four pages, 35 cents.

Another part of the Commencement Packet consists entirely of a pageant, *For This We Fight*, the 1942 commencement program of Englewood (Colorado) High School. This fine pageant, complete with stage instructions, is suitable not only for commencements, but for other occasions. Thirty-two pages, 25 cents.

The two parts together will be sold as a packet for the customary price of 50 cents. Order from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.



The World Prepares for Tomorrow

NO ROSY-HUED DAY will mark the beginning of the postwar world.

It may come on some ordinary Monday, Thursday, or Friday, when the sun will rise as usual, your morning newspaper will be at your door as usual, but it will carry news of an armistice, or a beaten Germany and/or Japan and/or Italy.

Outwardly it will be a day like any other day—with bills to pay, buses to catch, bread to buy. It will not be the millennium, or the coming of the Messiah, or the Golden Age. But in history it will be known as the beginning of the postwar world.

What is education—and educational journalism—doing in preparation for that day?

In Washington, about a dozen of the nation's top educational leaders gather once a week to discuss what education can do to assure the winning of the postwar peace.

Teachers and administrators desiring to organize similar seminars on postwar problems will find plenty of books, magazine articles, pamphlets, Government documents, and other source data. Best key to the literature is the

series of American Library Association Bulletins entitled *The World Tomorrow*, by Fern Long. Ask your local library or write the A.L.A., Chicago, Illinois.

Before sitting down for a discussion of the problems of a new world, answers should be given to the following questions.

School Administrators: Are you ready to introduce changes in the curriculum and the school program generally to make room and time for subjects and activities that will permit education for a new world order?

Teachers of Economics: Do you see in your mind's eye the blueprints of a postwar economy that can provide all the things that all the people all over the world need?

Teachers of Geography: Do you honestly believe that the world is round; that, being round, it is a unit; and that its continents are not separated by oceans but are welded together by them?

Teachers of Sociology: Do you honestly accept the teachings of such anthropologists as Franz Boas, who said that there are no inferior or superior races, that each people has something to contribute to the progress of mankind, and that if you wanted to select the best of humanity you would have to go to every race in the globe?

Businessmen, meanwhile, have taken the jump on education, and even on government, by organizing their own peace-planning group, the Committee for Economic Development. Their aim is to stimulate planning for the postwar world so as to assure 55,000,000 jobs when peace comes. On this committee's staff are many educators.



OWI Motion Pictures

WARTIME ACTIVITIES and wartime responsibilities are portrayed in the Government films now being produced and distributed by the Bureau of Motion Pictures of the OWI.

Twenty-three OWI films are now in circulation. The films, 16 mm. sound pictures, can be obtained from film agencies throughout the country.

A list of 180 of these films, produced by various agencies of the United States Government, is now available in a new OWI publication, *A List of U. S. War Information Films*.

For copies, write the Bureau of Motion Pictures, OWI, Washington, D. C.

THE BUSINESS EDUCATION WORLD

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Life or Death

HIDDEN away in the center of a large skyscraper in Manhattan is a young ensign of the Navy, a former commercial student. He is seated at a coding machine, receiving from and sending to our Navy in the Atlantic Ocean messages in code. The speed at which he codes and decodes these messages means the difference between life and death for hundreds of men.

He has often had the experience of having admirals, captains, and commanders standing over his shoulder anxiously waiting to grasp the message that he is decoding in order that there may be no delay in sending back the vital orders for which a ship is waiting.

This room is filled with other operators sitting at similar machines; but through his training, this young man can type at 80 words a minute, whereas most of the others can type at only 40 words a minute. This difference in skill in peacetime would not mean the difference between life and death. Today, a difference of even 20 words a minute in the achieve-

ment of typing students in commercial classrooms is of tremendous importance.

Many of your students may not wear a uniform, but nearly every one of them will be engaged in a war activity where lives are concerned and where time is one of the most precious of all the factors entering into war work. What stronger motivation could teachers and students have than this? Let your students understand what speed and accuracy really can do in saving lives, and you will be amazed at their response.

How often in the classroom have students turned in trial balances that do not balance because they have placed credits on the debit side or vice versa! Yet at no time has either the teacher or the student felt that lives were at stake because of these inaccurate entries. But today, a student who makes a mistake of this kind in his bookkeeping or record-keeping classes must realize that a similar mistake on the job during wartime might send a ship out without sufficient ammunition and thus might put in jeopardy the lives of his fellow men.

It is not necessary for any commercial teacher to delay war training until official outlines of preinduction courses are released by Washington. A war-training program of the highest type will be in operation just as soon as commercial teachers and their students realize the immeasurable value of a higher degree of skill, absolute accuracy, and carefulness in the performance of *every* duty.

Impress these facts upon your students. Their response will be magnificent, and both you and they will really feel that, even though you are not in uniform, as civilians you are rendering a service that is absolutely essential to victory.

Classroom Psychology For Shorthand and Typing

LOUIS A. LESLIE

The purpose of this series is to present very briefly some points of skill psychology upon which psychologists are in agreement, and to suggest the practical classroom applications of these points. Reference to specific authors will not be given, as the material presented will be only that on which there is agreement.—Editor

SKILLS develop best under practice conditions rather than on so-called "practical work." During the purely skill-development stage of learning, the more nearly practice conditions approximate practical working conditions, the slower and less effective will be the development of the skill.

The exact application of these principles in the classroom will have to depend on our teaching situation and on our objectives. We *should* control our situation and objectives by these principles—but that is too much to hope for, just yet! Therefore, we must take into consideration the time available and the minimum skill to be attained. With these two factors in mind, we must decide what compromise must be made, because some compromise will always have to be made in the application of these principles.

Skills develop best in practice rather than in practical work because, as we found out many years ago in typing, in the skill-development stage of typing the process or act of typing is more important than the material typed.

If the learner's skill is to develop rapidly and effectively, he must be allowed to experiment, to take chances. These experiments and these chances often result in error on the typewritten copy. At the beginning, however, it is much better that the learner hit the wrong key the right way than the right key the wrong way. If he is doing "practical work," he cannot afford to make errors, and therefore he will be forced into incorrect *processes* in order to be sure of correct *results*. The same thing is true of some kinds of budgets in typing work and, of course, of the old-fashioned perfect-copy method of teaching typing.

It is for this reason that the most successful teachers of typing virtually ignore errors in the early part of the typing course. Many teachers still feel bitterly that this is bad, on the theory that if we allow the pupil to make errors as he is learning to typewrite, he will always make errors, or at least have a very hard struggle to eliminate his errors later.

These teachers overlook the psychological difference between learning the purely manipulative motor skills in typing and learning to control those manipulative motor skills. A premature attempt at too-accurate control will sometimes give accuracy, but it will inevitably result in seriously lowered speed and in permanent impairment of the writer's technique.

"But," says the teacher, "what's the use of being able to write so fast, if you are going to make so many errors?"

The answer is that if you will first gain speed, it is relatively easy to control that speed later. If you get only accuracy, it is extremely difficult to speed up the writing rate later.

A few simple devices are needed in the teaching of typing to be sure that the younger pupil doesn't "run wild," but these present no serious difficulty. The important thing is that the practicing is done under *practice conditions*, remembering that practice conditions are those conditions under which the learner can practice and experiment without too strict an accountability for the typewritten result. He is learning new motor controls, and the learning of those new motor controls must not be impeded by an insistence on accurate copy.

The first of the suggestions in this series about classroom psychology was that "skills are best learned under the most favorable conditions." One of the "favorable conditions" is that while the learner is developing the skill, he must be protected from demands for the production of usable work or for budgets with too close an error allowance.

Another of the suggestions given earlier in

this series was that we must do almost anything within reason to maintain a state of relaxation on the part of the skill learner. Nothing will more certainly prevent any hope of relaxation than the demand for a higher degree of control than should be required at any given stage of the learner's progress.

Thus, the demand for too high a degree of accuracy hampers the formation of correct techniques both by the creation of tension and also because the learner is forced to use a much slower stroking rate in order to avoid the possibility of error.

Another of the suggestions given previously was that a skill should never be forced or strained until it has been well established; at first it should be developed tentatively. That, of course, is another phase of this same problem, because when the attempt is made to change from practice conditions to practical working conditions too early in the development of the skill, we have then forced or strained the skill prematurely. Most of these suggestions are interrelated to a large extent.

Too early an attempt to combine the "raw" skills of shorthand and typing into the finished work-product of transcription is also to be avoided, as it very largely destroys the practice conditions and tends to set up too close an approximation to actual working conditions.

If the transcripts are to be of any value at all, the learner is forced to write very careful shorthand notes and often falls into habits of drawing outlines in the attempt to insure legibility. If the transcript is to be of any value, there must be very few typographical errors; and again we face the disadvantages of departing from the purely practice conditions, which permit experiment and the development of good process and technique rather than accurate outcome.

When transcription does finally begin, it is

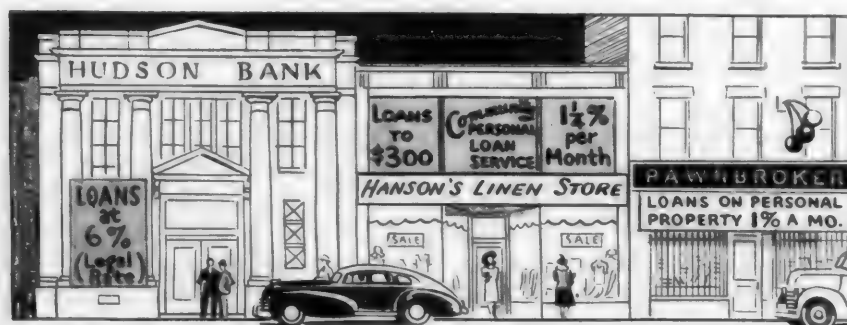
not wise to try for mailable transcripts at first. The learner should be given some opportunity to experiment in order to determine *how* the thing is best done before being responsible for accurate transcripts.

As was mentioned earlier, compromises are nearly always unavoidable in dealing with the conflict between practice conditions and practical working conditions. There comes a time when circumstances require that the pupil must learn to apply his skill successfully and accurately. Very often that time comes sooner than it should for ideal learning. The teacher's function is to adapt the work to the pupil and to the circumstances in order to get the best results with the least damage.

An outstanding example of the skill results that may be obtained when it is not necessary to compromise will be found in the achievements of Dupraw, Swem, Tangora, Hossfield, and others. These champions made no compromises with the demands of skill training. But we are not training champions; we are training stenographers, with a rigid limit on the amount of time at our disposal.

Therefore, we must usually begin transcription, for example, sooner than we should. This will result in some impairment of our primary skill in shorthand and typing, but at least if the teacher is aware of the problem and makes the transition as easy as possible the harm will be less than it might otherwise be.

The earlier the stage of the skill learning, the more imperative it is that the practice be done under practice conditions. Even to the end of the time allowed for instruction a portion of the time should be set aside every week during which shorthand and typing may be practiced for the improvement of technique and the increase of speed without responsibility for results on paper. Only in this way will the best end-result be obtained.



If the legal rate of interest on loans is 6 per cent, are the pawnbroker and the personal-loan company in the illustration guilty of usury? Answer on page 579.

Vocational Guidance Through Part-Time Employment

MYRTLE E. KLING

HERE is a simple plan for vocational guidance that can be used successfully in various types of high school classes. Our project had its inception one morning during a discussion period in Office Practice class.

We were drilling in the proper manner for answering the telephone in the specific office where each student does her part-time work in our co-operative program.¹ Without any prefatory remark, one student exclaimed, "I know now that I want to aim toward becoming a legal secretary." Crestfallen, she added, "But I haven't any idea how to go about getting a position.

The girl across the aisle remarked dejectedly, "I know now that I don't want to do secretarial work at all! But I don't have any idea what I do want to do, let alone know how to get a job."

Presto! A new project was born. Each student worked out and acquired material to be collected in a folder labeled, "Pick Your Job and Land It." Sidney Edlund's ten articles by that title in the *BUSINESS EDUCATION WORLD*, 1939-1940, reprinted in B.E.W. Service Booklet 18,² provided the foundation material for the project, which followed this outline:

I. DECIDE THE SPECIFIC KIND OF JOB YOU WANT.

1. Study the points in Mr. Edlund's article stressing the need for such a decision. Class discussion.

2. Study the *Occupational Briefs* and other occupational material in the school and public

libraries. Type notes made from your reading.

3. Interview or write to someone who is in the occupation you choose. Conference between pupil and teacher.

4. Type a list of the specific qualifications needed in the job you have chosen.

II. DIG OUT YOUR OWN HIDDEN ASSETS FOR THAT JOB.

1. List the specific experiences you have had in occupations, as well as occupational knowledge you have gained from travel, reading, or parent's occupation. (The conference held in Part I will have brought these to light.)

2. After conferring with your parents and friends, write a list of the specific qualifications you have that fit you for the occupation you have chosen.

3. Compare it with the list of required qualifications you prepared in Part I, enumerating the qualifications you lack. (This may result in a complete rejection of Part I and a new choice of occupation.)

4. Explain exactly how you expect to gain these qualifications. Type this paper. If advanced training is necessary, write to one or more schools or colleges for catalogues and other information. Include in your folder a carbon copy of your letter of inquiry. Include in your folder the material you receive.

III. PLAN A CAMPAIGN TO LAND THAT JOB.

1. *Letters of inquiry.* Type letters of inquiry to determine whether positions are available in your chosen occupation. Your state

MYRTLE E. KLING is head of the Commercial Department, Senior High School, Olathe, Kansas. She organized and launched a co-operative part-time program in Olathe in 1939. She took her bachelor's degree at the University of Nebraska and hopes to complete work for her master's at the University of Denver this summer. She is a member of Delta Pi Epsilon. Her hobby is writing fiction.

¹See "A Small-Town Co-operative Program," Myrtle E. Kling, *American School Board Journal*, August, 1940, page 28.

²"Pick Your Job and Land It," Service Booklet No. 18, *The Business Education World*, 270 Madison Avenue, New York, New York, 20 cents a copy, discount in quantities over ten.

employment service, Chamber of Commerce, and Rotary Club (vocational department) will aid you, as well as the city employment service of neighboring cities. (Carbon copies of inquiries and acknowledgments to be included in folder.)

2. *Letters of Application.* Type three letters applying for three specific positions you have learned about, either through replies to your inquiries or from advertisements in the classified sections of your newspapers.

3. *Interview.* Study the points about the interview in Mr. Edlund's article. Class discussion.

Plan your own interview in which to "sell your service," using one of the positions for which you applied in following the instructions in the preceding paragraph. Give it before the class, the instructor acting as employer. (Class members criticize constructively as to whether student's sales points are specifically pertinent, etc.)

One or more co-operative businessmen will come to school, upon request, to conduct personal interviews before the class, thus giving an opportunity for students to make personal applications to men who have had experience in interviewing applicants.

IV. PLAN TO REACH ENOUGH LOGICAL PROSPECTS.

1. Study points from Sidney Edlund's article relative to this topic. Class discussion.

2. Write your own comments on each point made by Mr. Edlund.

3. Outline your own plan of action for reaching enough logical prospects.

Specialization and Re-choices

Those students who learned, through their co-operative part-time work, that they are capable and happy in stenographic work used the project for determining a special line of stenography toward which they intend to aim. Three students selected legal offices; a fourth, insurance; a fifth, F.B.I. stenographic work; a sixth, civil service. Two students who are competent stenographers, but feel they may prefer nursing, wish to work in doctors' or dentists' offices.

To me the most interesting and satisfying results were obtained by those students who had discovered through the co-operative part-time program that stenography was not their field and that they were unhappy in it.

One of these girls, after three re-choices of occupation, decided that her qualifications definitely match those required for instructor of the deaf. After reaching this decision, she attended night classes given by the principal of the Kansas State School for the Deaf, located in Olathe, Kansas. She interviewed instructors there and planned to visit various rooms and classes in their school after her graduation from Olathe High School.

Sales Work, Housework, Caring for Children

Another girl found, after interviewing the proprietor of a shop in Olathe, that sales work in women's ready-to-wear is the type of work that interests her most and for which she seems best qualified. Immediately we arranged for her to do her part-time work as sales clerk in the above-mentioned shop.

Having a more-than-usual fondness for children, a third girl decided upon work in an orphanage. She received kind responses to all her letters of inquiry. These letters so aroused the girl's enthusiasm that she applied for and obtained work caring for children in Olathe homes, in order "to gain valuable experience."

A fourth girl finally decided upon housework. This decision upon her part, even though she realized she is best fitted for it, came only as the result of tactful maneuvering. In a town where most servant work is done by colored help, the principle that "all honest work is honorable" is difficult to get across. The reply she received from the Kansas State Employment Service, Kansas City, Kansas, stating that "we have orders every day for respectable white girls who can stay nights," had the desired result. The further statement in the letter that "employers usually prefer girls with previous experience" acted as a lever to pry her out of her natural reserve and shyness into applying for part-time housework in Olathe. She was so delighted when she obtained work in a pleasant home that she telephoned to tell me about it.

The entire class has become so enthusiastic that the news has spread through the school. One of the English teachers is now using the plan as a project in her classes. It is meeting the same whole-hearted response there. Students are eager for help in this matter of "picking a job and landing it."

Buy EXTRA War Bonds

Personal-use bookkeeping and vocational-use bookkeeping are equally important in these point-rationing, bond-buying, taxpaying days.

Armistice on the Bookkeeping Front

GUSTAVE SCHWAMM, J.D.

Greenwich (Connecticut) High School

ONE of the expressions heard frequently in this period of crisis is that this thing or that thing is "out for the duration." It may be pleasure driving, certain luxuries, or any one of a number of things that we thought were necessities because we had become accustomed to them.

In business education, one of the things that should be "out" is the old controversy, however friendly it may have been, about the personal values in bookkeeping instructions as against vocational values. The continuance of this dispute at a time like this is definitely a luxury in which we ought not to indulge.

Even in normal times there were merits in the arguments of each side. Now these merits are high-lighted. The advocates of bookkeeping for personal use can at last have their field day, and so can the adherents of the vocational-use point of view.

For the latter group, the most cursory perusal of the employment columns of the larger daily papers will indicate an unusual demand for bookkeepers and accountants. But it is far more interesting to observe how the supporters of the personal-use idea in bookkeeping have gained ground in the light of recent events. Take, for example, this news item, which was in the *New York Times* during the week of food-rationing registration:

With the coming of the ration-point system, the housewife faces the need to brush up on arithmetic and bookkeeping. In addition to her monetary budget system she must now keep account of her point expenditures.¹

The reporter who wrote this statement was indulging in a bold assumption; namely, that a sizable segment of the population has at some time studied bookkeeping. To "brush up on" bookkeeping or any other subject neces-

sarily implies the idea of review, and review suggests that the subject was once studied.

We are faced with a new problem, almost unprecedented in our economic history, with many persons caught helplessly, without even the most elementary idea about record keeping. Those who have never had occasion to keep records or who have, at best, kept only loose ones may find themselves a bit inconvenienced—to say nothing of the effect upon the welfare of those for whom they may be responsible.

While, in the past, some people kept budgets, or at least prepared them without adhering to them closely at all, budgets now assume a role we never foresaw. Actually, we are just learning of the genuine hardships that may result from the unwise budgeting of ration points. When our very subsistence is involved in an atmosphere already charged with hints of possible scarcity, planning and record keeping take on an altogether different meaning than in peacetime, when laxity does not carry with it quite such serious personal consequences.

The importance of record keeping is accentuated by point rationing, which, unlike coupon rationing, carries with it a definite relationship between the number of points to be surrendered and the scarcity or abundance of a particular commodity. Such a state of affairs necessarily calls for that kind of record keeping and planning, in advance of purchasing, which will result in the wisest use of points. When we consider the fact that point values will vary in accordance with announcements that the Government will make periodically, we realize that the problem will not be simplified. Probably more people than we realize are not aware that money is not "out" for the duration and that rationed commodities must now be paid for in *both* money and points. Budgeting is necessary in times when there is much to buy and little with which to make purchases. It is

¹ February 23, 1943.

no less necessary when, although much money is available, there are few goods to purchase.

As some members of the family evade the responsibility for washing the supper dishes, so also in point rationing some will try to escape the burden of point budgeting. This has already occurred, according to one newspaper account of a husband who was content to give his wife an allowance after he had seen the rationing card and its apparent complexities. The wife's complaint was, "In school I was terrible in arithmetic, and my budget is always getting upset." What a familiar ring that has, especially that part concerning the lack of mastery of arithmetic fundamentals!

Personal Record Keeping

There is little reason for wonder at such evasion when we realize that many people are dealing for the first time with a definite, systematic personal economy.

Of all the rationing thus far affecting us, the kind involved in good distribution seems most complicated. Not until there has been more publicity, coupled with much actual use of the points, will the situation clarify itself; and even then, some consumers will still seem bewildered.

Already some persons are frightened lest they run short of points and face the possible threat of starvation. Others are distressed because, in selling canned goods, the merchants cannot give change in stamps when a stamp of high value is offered for a food of low point value. To many persons, this creates additional confusion in an already complex situation, making it far more difficult to understand than the simple process of surrendering stamp No. 17 for a pair of shoes.

So much for rationing, which we are determined to accept as a small sacrifice indeed, compared with the supreme contribution of a man's life. Mention of food rationing was made for the particular purpose of indicating how really personalized record keeping has become. I have used the term "record keeping" in its broadest sense.

Another aspect of our personal economy that justifies the placing of greater emphasis on the individual values of bookkeeping is War Bond purchasing, the effect of which is to make nearly everyone a little capitalist in his own right. Who has ever heard of a capitalist who failed to keep books?

Then there is the Victory Tax, a salary deduction that further reduces a compensation already grown slim by other necessary deductions required to win the war. If the wage earner is content to depend upon the record keeping of his employer, well and good; but a more businesslike and sensible scheme would be the keeping of one's own records. The prevention of disputes is perhaps the least significant reason for doing so.

Only brief mention need be made of the income tax, lest we add unnecessarily to the frequent references that occur in current writing. The income tax presents an argument in behalf of personalized bookkeeping, because so many additional persons are now brought within the provisions of the income tax laws.

The fact has already been publicized, in the many advertisements offering income tax guides for sale, that our Uncle Sam doesn't expect anyone to pay more than he owes in taxes, but wants taxpayers to make all permissible deductions. "Permissible" is sometimes subject to a variety of interpretations. Interpretations, in turn, occasionally mean arguments, and these can be prevented to a large degree by concrete evidence. What evidence is superior to records accurately and neatly kept, with appropriate original documents in support of all entries?

A taxpayer is bound to be far more confident when called upon to explain deductions or other items in his return if he has kept a sound record. The revenue collector is also impressed.

Regulation of Personal Economy

Before this struggle has ended, we shall see more and more regulation of our personal economy. We shall be required to give strict account of ourselves and our affairs, not because of a desire for regimentation but because the war requires it. There will be restrictions, regulations, reports, taxes, and still more taxes. And, when peace comes, an infinite number of adjustments, both local and global, will have to be made.

It is not too early to prepare for these things now, in so far as we may. One aspect of that state of readiness will be a recognition of the part that record keeping will play. It would be well at this time to end the old feud between the vocational- and personal-objective views on record keeping.

How Business Education Associations Began—1864-1894

ARDATH STEDMAN



THE earliest known association for commercial education came into existence during the early business-college era as the result of the efforts of progressive leaders of business education.

These leaders realized the need of such an organization to serve the interests and promote the welfare of the principal institutions of business education of the day, the private business colleges.

Organization of this association was accomplished through the efforts of H. B. Bryant and H. D. Stratton, and the first meeting was held in New York City in 1864.¹ The initial venture proved a severe disappointment to its originators, in that it served merely as a rendezvous for the dissatisfied local partner-principals (of the Bryant-Stratton chain) to discuss and magnify their grievances with the chain organization.

Undaunted by the adverse results of the first convention, Mr. Stratton, in what may be considered an effort to recapture the good will of his partners, organized an important meeting in Chicago in 1865.² Many prominent men in varied fields of activity were brought to this convention either as guests or as speakers on the program.

Before the final dissolution of the Bryant-Stratton chain, its promoters, persistent in their efforts to secure favorable recognition for commercial education on a national scale, organized another convention, which was held in Cleveland, July, 1866.³

These initial conventions were the beginning

Mrs. Stedman wrote *The History of the Department of Business Education of the National Education Association* while she was a graduate student at the University of Oklahoma. Because many of our readers are members of this organization, we have asked Mrs. Stedman to let us publish part of her history. Anyone interested in additional information regarding this history should get in touch with the author.—Editor.

of a series of meetings held annually until 1873 and were of service, primarily, to commercial-school directors. Gradually, those who formed the policies of the conventions became more liberal in their views, permitting the purpose to widen in scope and cease to be confined to a single chain of schools.⁴

For five years following 1873, there was an apparent lack of interest in business-education conventions, since none was held until 1878. At that time, a group of penmen met with some business educators in New York City to discuss problems of common interest. This new organization was given the name of "Business College Teachers and Penman's Association."

It was at the 1881 meeting that the name of the association was changed to "Business Educators Association of America." During several ensuing years this association continued to meet with regularity. Prior to 1890, however, business-college leaders had begun to realize the relatively weakening influence of business colleges upon business-education of the country as a whole.⁵ There was an increased gain in popularity of business-education subjects in public secondary schools. In casting about for ways and means to regain and main-

¹ Edwin Garfield Knepper, *A History of Business Education in the United States*, published by E. G. Knepper, Bowling Green University, Bowling Green, Ohio, 1941.

² Cheesman A. Herrick, *The Meaning and Practice of Commercial Education*, The Macmillan Company, London, 1904, page 184.

³ Benjamin R. Haynes and Harry P. Jackson, *A History of Business Education in the United States* South-Western Publishing Co., Cincinnati, 1935 page 35.

⁴ *Ibid.*

⁵ Sara A. Spencer, "The Exchangeable Value of the Alliance of the Business Educators Association With the National Educational Association," *Addresses and Proceedings*, 1895, page 875.

MRS. ARDATH STEDMAN (M.S., Oklahoma A. and M.) is head of the Business and Secretarial Department of Mary Hardin-Baylor College, Belton, Texas. She has taught in Oklahoma high schools and for two years was head of the Business Department of Connors State Agricultural College, Warner, Oklahoma. She is a member of Pi Omega Pi and Delta Pi Epsilon.

tain their former prestige in this field, private business educators decided that an affiliation of their association with the National Education Association would be advantageous.

In 1892 the Business Educators Association held a meeting in conjunction with the National Education Association. At that time a petition was granted, and the organization was designated as the Department of Business Education.⁶ Thus, with the intention of becoming a living factor in this great body, a tenth department of the National Education Association was created.

During the beginning years, the personnel of the conventions consisted chiefly of small groups of thirty or forty business-college proprietors. These represented something in excess of half a dozen states in the eastern and Great Lakes sections of the country.

About the time of the formal organization of the Business Educators Association of America, there was a gradual development of interest among business teachers, and they began to join the organization⁷ in slowly increasing numbers. Of these early meetings, W. E. Doggett, in his address as president of the Department in 1901, made this comment:

Beyond the individual benefit speakers may have derived from the preparation, there was little of real value to those who were in attendance. No

⁶ *Ibid.*, page 877.

⁷ Cheesman A. Herrick, *op. cit.*, page 193.

weak and inexperienced teacher told her troubles and asked for aid from those older in service; . . . and each one who took part seemed to feel it his special privilege, if not his bounden duty, to exploit himself.⁸

With reference to the value and leadership of the Association in a slightly later part of the period, R. E. Gallagher spoke to the Department, in 1894, in this vein:

We owe much to the grand men and women who have been pioneers in our association work, to those who have aided it financially, intellectually, and otherwise. . . . Business education would not occupy the position it does today if it were not for this association.⁹

A year later, in delivering the president's address, J. M. Mehan, in accord with the foregoing statement, said:

. . . to enjoy the pleasure of meeting again friends who have grown dearer to us year by year as we have come to know them better. And herein lies one of the great benefits of our organization. To know each other is to free ourselves from error, from jealousy, from littleness. To know each other is to respect each other, to befriend each other. How then, shall we estimate the value of these annual meetings.¹⁰

While, admittedly, there was much left to be desired in the general character and accomplishment of these early meetings, there obviously were leaders with vision, who realized the immediate values of promoting social contacts among people of common interests and of providing for the exchange of ideas that would result in inspirational values and closer cooperation and ultimately raise the standards of the profession.

⁸ W. E. Doggett, *Addresses and Proceedings*, 1901, page 724.

⁹ R. E. Gallagher, *Addresses and Proceedings*, 1894, page 964.

¹⁰ J. M. Mehan, *Addresses and Proceedings*, 1895, page 866.



Scholarships for Medical Secretaries

BECAUSE of the growing shortage of doctors, the demand for competent medical secretaries is increasing. President G. H. Vande Bogart, of Northern Montana College, at Havre, has announced that a few scholarships are open to outstanding high school graduates from outside the state. Teachers who wish to recommend students for these scholarships should write to Miss Gunda Holm, head of the Medical Secretarial Department.

A Summer Medical Secretarial Course

THE demand for medical secretaries is so great that the Rochester (Minnesota) Junior College is planning to offer a three-months accelerated course this summer in medical vocabulary, medical dictation, and office practice to train office assistants for clinics and physicians in private practice. The College will enroll only graduates of colleges and business schools in this course. Miss Naomi Peterson is medical secretarial instructor.

The May Bookkeeping Contest

MILTON BRIGGS

HERE is the ninth in this year's series of contests designed to interest all bookkeeping students.

It will require not more than one or two class periods and will provide a welcome change from textbook routine. The B.E.W. will distribute cash prizes, as described below, for the best student solutions of this contest problem. All the information they will need is given here.

How to Participate

1. Have your students work the May contest problem given here. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The contest problem is so short, however, that it can conveniently be written on the blackboard or dictated.

Students who wish to earn a Junior Certificate of Achievement work only Assignment A. Those who have earned Junior Certificates do Assignment B for the Senior Certificate. Those who hold Senior Certificates do Assignment C for Superior Certificate. (See the special notice in the box on this page.)

2. Send all solutions by first-class mail or by express (they cannot be sent by parcel post) to: Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

3. With your papers send a typed list of the names of the students whose papers are submitted. Place the letter "A" after the name of each student who is to receive a Junior Certificate of Achievement, the letter "B" after each to receive a Senior Certificate, and "C" after each to receive a Superior Certificate.

4. Remit 10 cents for each paper. This is to cover in part the costs of examination, printing, and mailing. The B.E.W. will award an attractive two-color Certificate of Achievement

to each student whose solution meets an acceptable standard.

5. Select the three papers which you consider best in *each division* and place these on top. They will be considered for the award of cash prizes. (Teachers who do not wish to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.)

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted in *each division* and four prizes of \$1 in each division for other outstanding papers. In case of ties, duplicate prizes will be awarded.

7. Each paper submitted must have these data in the upper right-hand corner: Student's name in full, name of school, address of school, teacher's name in full.

8. All papers become the property of THE BUSINESS EDUCATION WORLD. No papers will be returned.

9. The judges will be Clyde I. Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of this contest is June 7, 1943. All papers must be in our hands on that date. Certificates of Achievement will be awarded within a short time thereafter. Prize-winners will be announced in the September B.E.W. Checks will be mailed to prize-winners early in June.

SPECIAL NOTICE

Ordinarily, students must qualify for the Junior Certificate of Achievement before applying for the Senior Certificate, and they must hold the Senior Certificate before applying for the Certificate of Superior Achievement. Since this is the last problem for this school year, your pupils may apply this month for all three certificates by working all three parts of the problem. The fee of 10 cents is required for each certificate.

HERCULES HARDWARE STORE

John B. Strong, Proprietor

TRIAL BALANCE

March 31, 1943

1	Cash	325 43	
2	Accounts Receivable	77 46	
3	Merchandise Inventory, December 31, 1942	1,043 94	
4	Office Equipment	170 00	
5	Reserve for Depreciation of Office Equipment		21 25
6	Store Furniture and Fixtures	905 50	
7	Reserve for Depreciation of Store Furniture and Fixtures		113 14
8	Delivery Equipment	795 00	
9	Reserve for Depreciation of Delivery Equipment		178 88
12	Accounts Payable		123 25
13	Notes Payable		496 04
14	Federal Old Age Insurance Taxes Payable		3 96
17	John B. Strong, Capital		2,248 05
20	Rent	130 00	
22	Salaries and Wages	395 55	
23	Social Security Taxes	3 96	
24	Heat and Light	164 77	
26	Advertising	18 35	
28	Office Expense	7 62	
29	Delivery Expense	21 44	
34	Sales		2,693 24
36	Purchases	1,902 76	
38	Discount on Purchases		83 97
		5,961 78	5,961 78

The Bookkeeping Contest Problem for This Month

John B. Strong owns the Hercules Hardware Store. Mr. Strong decided to open a victory garden department in April and, in preparation for this new venture, he asked you to prepare a report of the financial condition of his hardware business as of March 31, 1943.

The trial balance shown here lists the general ledger accounts of this business at the close of the first quarter of this year.

Additional information to be considered in this problem follows: The Merchandise inventory March 31, 1943, was \$1,634.29, depreciation of office equipment is estimated at 10% per year, depreciation of store furniture and fixtures 10% per year, depreciation of delivery equipment 20% per year. There is interest due on notes payable amounting to \$13.67, and delivery expense items unused are worth \$11.50.

Instructions to Students

PART A

For students who wish to earn a Junior Certificate of Achievement.

Prepare a ten-column work sheet. Use either pencil or pen and ink.

PART B

For students who wish to earn a Senior Certificate of Achievement.

Prepare a Profit and Loss Statement and a Balance Sheet in report form. Use either a typewriter or pen and ink; use both sides of your paper.

PART C

For students who wish to earn a Certificate of Superior Merit.

Do Part A. Make adjusting entries and closing entries for the fiscal period January 1—March 31, 1943. Use pen and ink and regular general journal paper, or plain white paper properly ruled. Use both sides of your paper. Write a suitable explanation for each entry.

PRIZE WINNERS

In the Sixth International B.E.W. Bookkeeping Contest Will Be Published in June.

Prize-Winners in the March Bookkeeping Contest

THE FOLLOWING STUDENTS received cash prizes for their papers submitted in the B.E.W. (monthly) Bookkeeping Contest for March. Names of teachers are in italics.

SUPERIOR DIVISION

FIRST PRIZE—\$3

Ruth Boyle, St. Joseph's High School, Emmitsburg, Maryland. *R. H. Morrison.*

OTHER PRIZES—\$1 Each

Ruth Charleen Billhartz, Mascoutah Community High School, Mascoutah, Illinois. *Clara Mathews.*

Thomas Kenney, Cathedral Latin School, Cleveland, Ohio. *S. P. Wilhelm, S. M.*

Colleen Mersinger, McCray Dewey High School, Troy, Illinois. *Jane Woods.*

Ann Wagner, St. Augustine High School, Chicago, Illinois. *Sister M. Elfrida.*

SENIOR DIVISION

FIRST PRIZE—\$3

Lois Morgan, Union High School, Dugger, Indiana. *Glennovia Wright.*

OTHER PRIZES—\$1 EACH

Marilyn Bongard, Lyme Central School, Chaumont, New York. *Helen M. Leakey.*

Mildred Elizabeth Messmer, Holy Redeemer High School, Portsmouth, Ohio. *Sister M. Timothy.*

Deloris Schramer, West Chicago High School, West Chicago, Illinois. *Erma Fae Sproul.*

Bonnie Van Zandt, Yuba City Union High School, Yuba City, California. *Reginald C. Estep.*

JUNIOR DIVISION

FIRST PRIZE—\$3

Lois Hasselbalch, Kramer High School, Columbus, Nebraska. *E. P. Baruth.*

OTHER PRIZES—\$1 Each

Margaret Cawley, Northbridge Senior High School, Whitinsville, Massachusetts. *Wesley Frank Warner.*

Margie Hoagland, Technical High School, Owensboro, Kentucky. *Emily Overton.*

Peggy Mitchell, Bramwell High School, Bramwell, West Virginia. *Mrs. Katherine Cook Hill.*

Dorothy O'Leary, St. Vincent Ferrer School, New York City. *Sister Kathleen, O. P.*

Bernadette Page, Presentation of Mary Academy, Sutton, Brome, Quebec, Canada. *Sister Marie-des-Neiges.*

Irene Parsley, Sacred Heart Academy, Fargo, North Dakota. *Sister M. Bertha.*

BOOKKEEPING EDITOR'S NOTE: A large number of papers submitted in the March contest merit Honorable Mention. We regret that space limitations do not permit publication of the names of students who submitted these papers. The final problem in the current series of bookkeeping contests appears on pages 549 and 550 of this issue.—M. B.

A limited number of student reprints of the 1943 Annual Bookkeeping Contest Problem are available at 2 cents each, net, postpaid. Minimum order: 25 reprints (50 cents).

Order a supply for examinations or for extra-credit class work. Orders will be filled as received as long as stock is available. *Please send cash with order.*

Minimum order 25 copies—50 cents

B.E.W. Awards Department
270 Madison Ave.
New York, N. Y.

Please send me _____ Student Reprints of 1943
Contest Problems, 2 cents each.

Remittance enclosed \$ _____

Name

School

School Address

City and State

March Letter-Writing Contest Results

MILTON BRIGGS

HUNDREDS of students hunted a happy solution for the letter-writing problem published in the March issue of the *BUSINESS EDUCATION WORLD*. The problem was difficult. Mrs. Deborah Delano Brewster, the lady in distress, didn't at all simplify matters with her selfish demands for service from a troubled transportation system.

Students were called upon to employ the utmost tact and to make full use of the "you" attitude to combat Mrs. Brewster's "I" trouble. To get the lady in line with wartime transportation service required some persuasive power.

In summarizing the comments of the judges in this contest, I have three things to deliver to the contestants and their teachers: (1) a crate of criticism, (2) a packet of praise, and (3) an apple of appreciation. The apple is for the teachers.

A Crate of Criticism

On my desk, as I write this report, there are eight or ten textbooks written by recognized authorities on the English of business and commercial correspondence. In general, they agree that the following are "musts" and "must nots" for a letter written in response to a complaint:

1. Be prompt with your acknowledgment—after you investigate thoroughly.
2. Try to see the complainant's point of view.
3. Admit responsibility and offer an apology if the circumstances warrant.
4. Choose words wisely; avoid negative expressions.
5. Do not invent facts or play upon the reader's sympathies.
6. Build good will.

Many contestants failed to observe that Mrs. Brewster's letter was dated March 6, 1943. Their replies bore dates from one to three weeks after that time.

Most of the letters written to Mrs. Brewster were too long. There were many two-page letters. I once worked in the office of a large New England transportation company for several months, and during that time I read and wrote many letters to adjust complaints. None

of them ran on to a second page. The pressure of business and the volume of correspondence did not permit long letters.

The best letters written in this contest avoided repetition of Mrs. Brewster's petty complaints. They chose words wisely. Too many letters carried such negative phrases and tactless expressions as these: "unfortunate incident," "you claim," "unsatisfactory service," "unpleasant occurrence," "the discourteous treatment you suffered," "your complaint about our driver," "we were indeed shocked," "the many inconveniences inflicted upon you," "you expressed resentment."

Several students altered, added to, or invented facts. One sent the driver of the taxicab on a vacation so that he couldn't be questioned. Another presented Mrs. Brewster with a son in service and introduced a patriotic plea. Still another was certain that Mrs. Brewster's clock was fast.

Some writers invited the lady to come in and talk the matter over, but of course a good adjustment letter tries to close the matter at once.

A Packet of Praise

For the most part, the letters in this contest were smoothly written, which is unusual in a contest of this kind. The average of these letters as to grammar, spelling, and punctuation was very high. Of course, many of them had a no-experience-in-business flavor, and the judges considered few of them good enough for business use. But, for this, the author takes the blame. The problem was too difficult. By way of self-defense, however, I should like to assure B.E.W. readers that this was a real problem that once involved real people, and the facts stated in this case were very close to those that actually occurred.

There is not space enough in the B.E.W. to publish the prize-winning letters in full, but here are some of the best paragraphs from these letters:

Your letter of March 6, relating the discourtesy of one of our drivers, has received careful consideration. Our investigation discloses that Harry Downs was the driver of the cab. He has been driving for this company for ten years and in his past work we

have found him to be a very efficient and courteous employee. He admits he was impolite on this occasion and asks us to convey his apologies to you.

Your letter was received today and we are happy to inform you that the handbag belonging to you has been turned in to the Lost and Found Department. Upon investigation, however, it has been found that no money was in your handbag. We regret that we cannot be responsible for this, but we hope you will find that some error has been made in your statement.

We do not wish to excuse ourselves for any inconvenience caused you, but we hope that you will understand the circumstances with which we have to contend. Your patronage is important to us, and we appreciate the business you have given us for so many years.

The driver, upon reaching the Bus Terminal at 2:55 p.m., turned in your purse to the Lost and Found Department. An examination of your purse revealed no money among the contents. Are you sure that you had the \$10 in your purse when you entered the cab? Lost money often proves to be misplaced money.

The company has posted signs in all the cabs bearing the words "Not Responsible for Lost Articles."

Training in courtesy is given to all our drivers, and we strive to maintain high standards in that line. Due to wartime transportation problems, we are more than crowded with calls, but we try to answer each as promptly as possible.

An Apple for the Teachers

The judges in this contest are grateful for many letters from the teachers of students who participated. These letters encourage publication of more letter-writing problems and con-

tests in the future. The judges welcome correspondence regarding these contests, problems, and comments.

Hats Off to the Winners!

Names of teachers are shown in parentheses

FIRST PRIZE, \$3: Audrey Mae Brooks, High School, Benton, Louisiana. (*Mrs. George G. Nelson.*)

SECOND PRIZES, \$2 each: Helen Cunningham, Notre Dame Secretarial School, Montreal, Canada. (*Mother St. Mary of Zion.*) Norma Santochi, High School, Elko, Nevada. (*R. R. Jones.*)

THIRD PRIZES, \$1 each: Sylvia Cross, High School, Coachella, California. (*Mary Cosson.*) Virginia M. Norton, Immaculate Conception School, Revere, Massachusetts. (*Sister Catherita.*) Rita O'Leary, Mount St. Bernard College, Antigonish, Nova Scotia. (*Sister St. Mary Donald.*) Gladys B. Scolsky, High School, Manchester, Connecticut. (*Avis Kellogg.*) Mary C. Stephens, Garfield High School, Terre Haute, Indiana. (*Minnie B. Lammers.*)

Many students submitted letters that merit Honorable Mention. Space limitations do not permit publication of the names of these students, but a Certificate of Achievement has been sent every student who submitted a satisfactory letter.

N.B.T.A. Executive Board Meets

AN executive board meeting of the National Business Teachers Association was held at Indiana University, Bloomington, early in March with Elvin S. Eyster, former president, as host. Those present were Dr. Paul S. Lomax, president; Ivan E. Chapman, J. Murray Hill, Elvin Eyster, and Dr. Lloyd V. Douglas, board members; and W. Harmon Wilson, membership chairman.

The following appointments were made by President Lomax and approved by the board:

Digest Editor: Eleanor Skimin, U. S. Naval Training School, Milledgeville, Georgia.

Associate Editors: Dr. McKee Fisk, The Woman's College, University of North Carolina, Greensboro; William R. Foster, East High School, Rochester, New York; Dr. S. J. Wanous, University of California, Los Angeles.

1943 Yearbook Editor: Dr. McKee Fisk.

Associate Yearbook Editors: E. W. Alexander, Hadley Vocational School, St. Louis, Missouri; Eleanor Skimin; Dr. Ernest Zelliot, City Director of Commercial Education, Des Moines, Iowa.

Publicity Director: Dr. Lloyd V. Douglas, United States Naval Training School, Indiana University, Bloomington, Indiana.

Membership Chairman: W. Harmon Wilson, South-Western Publishing Company, Cincinnati.

Assistant Membership Chairman: Ray Price, Teachers College, University of Cincinnati.

Because the annual convention, scheduled for last December, had to be canceled, the Executive Board formulated special plans for improved service to members through publications. A special wartime issue of the *Business Education Digest*, of particular interest to classroom teachers, is planned for fall.

Here's what a sugar ration check looks like—

RATION CHECK
THE UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION

NON-TRANSFERABLE

CHECK NO. 1 DATE Feb 15, 1943

TO Acme Wholesale Co.

FOR Balance \$152

TRANSFER TO THE
SUGAR

RATION BANK ACCOUNT OF Acme Wholesale Co.

Five hundred (AMOUNT IN WORDS)

THE FIRST NATIONAL BANK
FO - O ANYWHERE, U. S. A. O-66

DATE February 15, 1943

AMOUNT IN FIGURES
500
POUNDS OF
SUGAR

POUNDS OF SUGAR	
BALANCE FORWARD	1000
<u>Feb 10, 1943</u>	1000
NEW TOTAL	2000
AMOUNT OF THIS CHECK	500
NEW BALANCE	1500

GARDEN GROCERY
(SIGNATURE OF THE BANK OF THE ACCOUNT)
John Doe (AUTHORIZED SIGNATURE)

Instead of dollars, the check is made out for pounds—of sugar. For coffee, a coffee ration check is used. For processed foods, a processed-foods ration check is used—made out for points instead of pounds.

The Ration Banking System

BENJAMIN R. HAYNES

MUCH legislation, motivated by the Federal Government as well as by other political units, has increased considerably the necessity for increasing accounting records in the past few years. The effect of this additional work is revealed in the increase in accounting personnel employed by business and industry.

High school teachers of bookkeeping have taken cognizance of these new bookkeeping and accounting activities and have incorporated instruction in them. Textbook companies have also recognized the importance of this legislation and its effect on bookkeeping and accounting procedures by providing instructional material.

With the point rationing of certain foods, ration banking¹ has developed, necessitating the use of additional forms and bookkeeping techniques. A ration bank is a retailers' and wholesalers' clearing house for ration coupons, certificates, and ration checks. The plan does not directly affect the consumer.

Commercial teachers have a definite responsibility

in at least informing their students as to the procedure of the ration banking plan. In all probability, this information and any instruction that is believed advisable should be given in the bookkeeping class. Of course, this ration plan is temporary and probably will be eliminated when the emergency is over.

Ration banking can be compared with regular banking in which one deposits money and

Only those who have signed this signature card are authorized to use ration checks for the store that is opening the ration bank. The bank keeps the card.

RATION BANKING THE UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION

NAME OF ACCOUNT (PRINT) GARDEN GROCERY

ADDRESS 1500 Main St.

ATTACH LIST OF ADDRESSES OF ALL ESTABLISHMENTS TO BE SERVED BY THIS ACCOUNT.

TYPE OF BUSINESS (RETAILER, WHOLESALE, INDUSTRIAL USER, LICENSED DISTRIBUTOR, ETC.) Retailer

AUTHORIZED SIGNATURES

NAME AND TITLE (PRINT)	SIGNATURE
<u>JOHN DOE, OWNER</u>	<u>John Doe</u>
<u>ROBERT SMITH, MGR.</u>	<u>Robert Smith</u>
<u>PAUL BROWN, CLERK</u>	<u>Paul Brown</u>

THE DEPOSITOR AGREES THAT THIS BANK WILL MAINTAIN ALL HIS RATION BANK ACCOUNTS AND UNDER THE DIRECTION OF THE OFFICE OF PRICE ADMINISTRATION AND WILL BE RESPONSIBLE FOR THE ACCOUNTS, AS PROVIDED IN GENERAL RATION ORDER NO. 3, AND WAIVES ALL RECOURSE AGAINST THIS BANK EXCEPT FOR WILFUL ACTS OR OMISSIONS.

John Doe SIGNATURE OF APPLICANT

ACCT. OPENED BY _____

¹ Present available literature on this topic is limited and, therefore, much of the material contained in this article was adapted or quoted from *Ration Banking for the Food Trade*; OPA Retailer-Wholesaler Bulletin No. 16, issued by the Food Rationing Division, Office of Price Administration, Washington, D. C., February 1943.

Wholesalers of coffee, sugar, and processed foods

Retailers whose gross food sales were \$5,000 or more in December, 1942.

Illustrations courtesy OPA

"2. If you use the entire ration value of any certificate in buying from *one* supplier during an allotment period, that supplier will accept your certificate as your ration 'payment.' Ex-

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DR. BENJAMIN R. HAYNES is the author of many business-education texts and magazine articles, a number of which readers of the B.E.W. will recall seeing in its pages. He received the B.S., M.A., and Ph.D. degrees from New York University. He has taught at N.Y.U. and the University of Southern California, Los Angeles, in various high schools, and at the Packard School, New York. Since 1937 he has been professor of business education at the University of Tennessee. Dr. Haynes is a member of various societies and fraternal orders.



out in duplicate, and these slips are turned in to the bank. The duplicate slip is stamped and returned to the merchant to serve as his receipt for the deposit.

Ration checks can be deposited only to the account of the person to whom they are made out, and they are non-

ample: If you buy all your rationed processed foods during an allotment period from one supplier, you can turn over your processed foods Purchase Certificate to him when making the purchase. If you choose, however, you may open a Ration Bank Account.

"3. If you buy the foods covered by any certificate from *more than one supplier*, during an allotment period, you must open a Ration Bank account before making your first purchase of rationed foods following your registration."³

Those who use rationed foods industrially, such as bakers and candy makers, must follow paragraphs 2 and 3 immediately above in handling purchase certificates.

Opening an Account

The procedure in opening a ration bank account is much the same as the procedure used in starting a regular bank account. A signature card must bear the signatures of all persons whom the merchant wishes to allow to sign his ration checks. Separate accounts must be opened at the bank for coffee, sugar, and processed foods, but only one account under each of these categories can be opened for any single establishment of an organization. As other foods are rationed in the future, it will be necessary to establish additional accounts.

The commercial banks handling ration bank accounts are agencies of the Office of Price Administration.

In the ration bank account, the merchant deposits ration stamps, certificates, and ration checks as he receives them. Directions that have been provided all distributors must be followed carefully, however, in preparing these evidences of sales before they are actually deposited to the merchant's account in the bank. For each deposit, a deposit slip is made

transferable except "if a nondepositor receives a ration check, he must endorse it and present it to his local War Price and Rationing Board which will issue a certificate in exchange for it."⁴

When a merchant purchases rationed commodities to be sold by him, he must write a ration check payable to the agency that sold him these commodities and for the exact amount of his purchase. In the case of coffee and sugar, this check will be expressed in terms of number of pounds; whereas points will be indicated for the purchase of processed foods. These checks have the same effect that the actual transfer of stamps and certificates had before the ration banking plan was inaugurated.

Those who use ration bank accounts must keep all duplicate deposit slips for a period of two years, and they must also retain their ration check stubs for all the checks they have issued during that period. The bank will furnish the merchant with a ration bank statement at least quarterly, and these statements, the canceled ration checks, and all spoiled checks must be kept. Ration bank records must be open for inspection by representatives of the Office of Price Administration.

In the preceding paragraphs an attempt has been made to present, from the standpoint of the merchant depositors, a summary of the "high points" of the Ration Bank Plan, which promises to change drastically the daily work of hundreds of thousands of merchants as well as the work of the thousands of banks serving these merchants.

The responsibility of and the place of the banks of the country in the ration banking plan is presented in an informative bulletin, *The Office of Price Administration Announces the*

³ *Ibid.*, page 2.

⁴ *Ibid.*, page 4.

Ration Banking Plan, January, 1943. This bulletin contains a manual of operating procedure for the banks to follow.

Teachers who intend to discuss the entire problem of price control, rationing, and rent

control should secure a copy of *OPA Bulletin for Schools and Colleges*, N 1, January, 1943, issued by the Educational Services Branch, Department of Information, Office of Price Administration, Washington, D. C.

Business Educators in the Service

(Continued from March B.E.W.)

ARMY

Don Ahern, J. H. Allison, Ralph Asmus, Russell Baker, William O. Ball, F. P. Baumann, Arthur R. Bawn, Wayne Boyd, W. A. Brooks, Cornelius L. Brown, M. D. Burgess, Glen Burgett, C. V. Casady, T. H. Coates, S. N. Collins, Frank Colombo, John Costa, Henry Cotter, M. K. Coulter, Harold Dahms, Leon Daniels, Vincent DeVries, Charles Dewell, William F. Diss, Howard Eiben, L. A. Ellis, Curtis Farrar, Charles Ferrell, Russell Fowler, L. B. Gatchell, Robert Germer, Carleton N. Gowdy, Karl M. Guenther, A. J. Hall, James L. Hamilton, John Hanna, Charles P. Harbottle, J. A. Harris, R. D. Herold, Alexander Heron, R. J. Kennedy, Don Manz, Waldo J. Marra, Floyd Marshall, Richard W. Massey, Jr., Ernest C. McDonald, Amil Miller, Joseph Mullen, Chester A. Neilsen, Graeme O'Neill, Joe Ostanik, Josef R. Prall, John Rathmell, Valton Redwine, Dan Renninger, Kenneth Ritchey, John W. Rodgers, George Rogers, Phillip Schwartz, R. V. Shamburger, Kenneth Shaver, Sterling Shaw, Harold T. Shortridge, William Sindelar, M. A. Smythe, Jr., Oran Spears, Littrell R. Stone, Carl B. Strand, W. W. Taylor, Malcolm Turpin, Kenneth Warthen, Alson H. Watson, James A. Watson, John E. Watson, Charles E. Weaver, T. O. Weir, Eric Wiessenhutter, E. J. Willand, Roger Williams, John M. Wissing, Hubert Wolfe

ARMY AIR FORCE

Jack Crowther, Clair E. Daggett, Earl V. Dible, Philip Ferguson, F. O. Grasshoff, James H. Hall, T. Carlson Hanphyn, Robert N. Hansen, J. Lewie Harman, Jr., Raymond Harris, Ike H. Harrison, Richard Helton, Allan Liebrez, John P. Llewellyn, L. C. McDonald, Albert R. Nicols, Allen R. Scott, Kenneth R. Skinner, Paul Thorne, T. W. Wauchope

WAAC

Carol Ford, Margaret Gorman, Loleta Heuster, Hazel Milbourn, Jessie M. Ruhndorf, Mary Waterman

NAVY

Robert W. Ball, Wilmer Bennett, Theodore A. Bergman, Comer A. Blakney, Clarence Bonnet, Fred Burris, Richard A. Campion, Douglas A.

Chandler, Michael N. Chetkovich, Russell B. Cochran, Sam Cruse, James Deter, Raymond L. Dyke, Richard B. Eaton, Thomas Gardner, Hollis P. Guy, J. M. Hanna, J. L. Hoover, William F. James, Richard Laube, John Mayfield, Dean McClure, J. R. McEachern, Vernon A. Musselman, Leonard Nickoley, R. M. Nimmo, Simon D. Parker, Thomas M. Peirce, III, Draper W. Phillips, Newby Pratt, A. S. Price, R. B. Randolph, Bryce Rohn, Noble D. Sanford, J. Bryce Sardiga, A. B. Saunders, William H. Saye, W. H. Shannon, William F. Shors, L. Edwin Smith, O. W. Sotebeer, Charles H. Spencer, Howard Stewart, J. K. Stoner, Henry C. Storm, Claude Taggart, Larry L. Varnell, Donald Wilson, James J. Wilson

NAVAL AIR FORCE

Dennie D. Peterson

WAVES

Virginia Adams, Yvonne Belson, Grace Borgerding, Eleanor B. Brown, Mary Lou Dickinson, Gladys W. Henderson, Dorothy V. Karabinus, Lee Olliff, Jean T. Palmer, Helen M. Pederzoli, Elizabeth Reynard, Esther Sass, Mary E. Schlayer, Mary Jo Shelley, Helen Sittel, Mary E. Stewart, Mary Stuart, Willa A. Thompson, Leona Wildes, Ann Willauer, Mary Zoll

COAST GUARD

John Dixon, Irwin S. Fishman, Stanley Kramic, Charles W. Martin, Clarence L. Scherer

SPARS

Lalah Bailey

MARINES (WR)

Bernadine Bell

Only One Thing Is Sure

A PURCHASING agent recently wrote to some of his regular sources of supply, requesting new catalogues because his latest issues were out of date. Here is one of the replies:

"The only part of our catalogue we are still certain about is the line that says, 'Established in 1885.' All other information and prices have been withdrawn."

What Should I Do This Summer?

In the first installment of this symposium, published in the April B.E.W., several educators answered the question we asked in our March editorial—"What should business teachers plan to do during the coming summer? Teach? Go to summer school? Work in a war plant? Rest?" This is a continuation of the symposium, with statements from other prominent men in business education.

WILLIAM R. ODELL

Superintendent, Oakland Public Schools

WHAT each teacher does during the coming summer is a matter for him to decide for himself. Each person's need is considerably different from the needs of his colleagues.

The first thing every teacher should bear in mind, however, is that just being a teacher is important enough in its own right not to need apologizing for in wartime. What is done in the summer should be regarded as supplementing the contribution made during the regular year rather than making up in three months for the deficiency of the preceding nine months.

Working in a war-production plant or going to summer schools for some teachers will make their teaching more significant thereafter. Summer teaching will make an added contribution in the cases of those whose strength will permit.

But for all, what is done this summer should be determined in terms of what it means for their effectiveness as teachers next year. For some it will be most patriotic to do nothing at all but rest during the entire vacation period.

IVAN E. CHAPMAN

Assistant Superintendent, Detroit Public Schools

WE are now working on a plan to utilize the Detroit teaching force in our industrial plants. If the teacher is in good health and full of vitality, I would say that working in a war industrial plant would be a mighty patriotic gesture. Otherwise, I think the teacher should take a vacation.

The following are the advantages of such a plan:

1. The teacher will probably be a better teacher for industrial experience.

2. Teachers are less likely to leave the profession for war activities if they have a feeling they are making some contribution to the war effort.

3. The additional income from such activity would tend to offset the rising cost of living.

4. The position of the teaching profession is likely to be enhanced in community estimation by teachers' voluntarily rendering this type of service in an organized way.

EDWIN A. LEE

Dean, School of Education, University of California, Los Angeles

NO ONE can make decisions for others concerning how best to serve the nation during the coming summer, for each of us is different from all others in terms of ability possessed, emotional drive, actual need for service, and the like. Generally speaking, a teacher skilled in a subject or trade that is serving a war purpose—either directly as in an airplane plant or indirectly as on a farm—will probably contribute most effectively to the successful prosecution of the war by teaching that subject or trade. By so doing, he multiplies his skill or knowledge by the numbers whom he teaches.

By the same token, one who wishes to add to his professional equipment so as to teach essential skills or knowledge better will probably best invest his time by attending a summer school where such advanced training is available.

Some teachers will wish to work in war industry or in agriculture during the summer months. This will, of course, constitute an immediate and tangible service to the nation and will give deep personal satisfaction.

To the extent possible, everyone should rest and relax before the strenuous months that are

ahead of us begin. These months will tax our energies and our emotions to the utmost. To overlook the recuperative values of a brief surcease from the demands and requirements of one's regular work is to take chances on beginning the long pull of the autumn and winter at less than physical par. The President of the United States has not hesitated to encourage reasonable and sensible vacations for all. It is an essential phase of complete preparation for whatever may transpire.

A. L. THRELKELD

National Director, High School Victory Corps

I SHOULD put first, for teachers next summer, the teaching of any needed special war courses which they are reasonably prepared to teach. I should put second going to summer school to become better prepared to teach these and other courses necessary to the essentials of the home front.

There will be home-front services in every community in which teachers are particularly qualified to help. These should not be ignored. Many teachers, moreover, will be doing the best thing by helping in a war industry or on a farm.

Health considerations will make a vacation advisable in some cases. No one can lay down a rule for all to follow in this matter.

ELVIN S. EYSTER

*Acting Professor of Business Administration,
Indiana University*

DURING this summer a business teacher must give primary consideration to raising his level of efficiency in training competent office workers for war jobs. An all-summer vacation will not accomplish that purpose, although a short one might.

A brief experience in war industry will contribute little.

Additional training will raise business-teacher efficiency, especially when emphasis is placed on wartime problems confronting business teachers. The training selected should also provide a thorough study of methods now used in schools and industry in the organization of intensive training programs and shortening the training period required for mastery of business skills.

CHARLES W. HAMILTON

*Assistant in Secondary Education, State of New
Jersey Department of Public Instruction*

IT SEEMS to me that when office workers are so badly needed, teachers would accomplish a double purpose in obtaining office or store employment during the summer. They would also obtain needed experience in practicing what they preach and would help to relieve the great demand for office workers.

Vacations are *out* for the duration—and yet some relief from teaching should be afforded. It is for this reason that I believe teachers should find employment for the summer.

McKEE FISK

*Professor of Business Education, Woman's
College of the University of North Carolina*

NO ONE but the individual teacher can make the final decision concerning the use of his vacation time. It should be obvious that whatever is done should, in most cases, make some contribution to the war effort.

The contribution to be made by working in industry or business is apparent. It is not, however, the only contribution that can be made. Serving in a voluntary civilian capacity and teaching intensive war courses, of either the speedup or the refresher type, also are direct contributions to the war effort. Doubtless, many teachers will engage in these activities.

Attendance at summer school for some teachers, however, may result in as genuine a contribution to the war effort as direct participation in business or industry. If, for example, a teacher can return to his school next fall, prepared to organize and teach Victory Corps and preinduction courses, his summer-school attendance will make a definite contribution to the war effort. Moreover, if he is able, as a result of his summer-school experience, to speed up the learning process, he is also making a contribution to the war effort.

If a teacher chooses to devote his time to summer school, he should be able to show results in terms of greater efficiency in the preparation of students to participate directly in the war effort.

During these times, undoubtedly, a teacher is not justified, except in rare cases, in allow-

ing himself as long a vacation as he may have been accustomed to enjoy in more pleasant days. But teachers need a vacation in order to recoup the loss in nervous energy which invariably results from intensive teaching. Irrespective of the choice a teacher makes as his contribution to the war effort, he should allow himself a few days of utter relaxation so that he can continue to contribute to the war effort in his essential civilian capacity—that of helping young people to live in the world which is being made, we hope, safe for them and our way of life.

ERNEST A. ZELLIOT

*Director of Business Education, Des Moines
Public Schools*

FORTUNATELY, there need be no standard summer program for business teachers. For many, study toward degree requirements and for better preparation to meet new demands is the wisest course. For others, work in an essential industry will be a fine contribution to the needs of their country—and will provide new experiences and a beneficial change of activities. This may include special teaching or other participation in emergency programs.

In a few instances, an appropriate vacation to build up strength and energy will be the most sensible choice. With an unprecedented variety of summer opportunities available for teachers, individual factors must govern the final selection.

IRA K. KIBBY

*Chief, Bureau of Business Education,
California Department of Education*

WE must win this war! Therefore, every individual should work to his full capacity in any occupation that must be carried on in order to win the war. Some occupations are more essential than others. Because schools must be maintained through the war period, school teachers are essential.

If teachers can do outside work on the days they do not have to teach school, they add to the labor supply, which contributes to winning the war. It is my opinion, therefore, that teachers should work during their vacation period unless it is necessary for them to take

certain educational courses in order to maintain their credentials.

For those who expect to enter teaching and can complete their training during the summer, it seems to me advisable that they continue with their education during the summer.

Work experience is a valuable asset for any teacher. There has never been such an opportunity to obtain this experience as at the present time. Teachers should take advantage of this opportunity and should work in jobs other than teaching during spare and summer time and thus gain valuable experience and, at the same time, help in the war work.

PAUL M. BOYNTON

*Connecticut State Supervisor of Business
Education*

CONNECTICUT, thirty-first in population among the states and forty-sixth in area, ranks first in per-capita war production. The shortage of clerical workers has reached such a critical stage that employers are willing to take untrained workers and train them on the job. Since this is the case, Connecticut teachers can make a material contribution to the war effort by teaching intensive war courses in their own communities.

However, the problem of getting trainees to take the work is difficult unless the teacher can do the training as an employee of a war industrial plant. At the present time, industry is paying industrial workers to go to school to learn the operation of war machines. The time has come when prospective candidates for office positions lacking certain skills will expect to be paid to go to school and acquire those skills while working in an office.

A business teacher multiplies his own contribution to the war effort by the number of pupils he trains. A teacher can work eight hours in a factory and thereby contribute the services of one worker to the war effort. The same teacher can train twenty pupils, thereby contributing twenty times the amount of skill to breaking the bottleneck in the office trades.

If the teaching of a class is not feasible, I feel that every teacher will want to contribute directly to winning the war by working in a war plant. The first benefit to the teacher from such participation is that it satisfies the emotional urge that the war has created in the minds of all patriotic Americans. No one wants to feel later that he didn't do all he could

have done when the opportunity presented itself.

Moreover, the teachers who are going to be leaders in the postwar period will be chosen from those who have done the most to further the war effort as leaders in their communities. In addition to the emotional satisfaction from such a summer's work, the remuneration would be considerable because of the wages now being paid in war factories.

If work in an industrial plant or in teaching war courses is not available, some intensive summer-school work would be desirable. My opinion is that the long six-weeks summer schools of the past are out. If Harvard and Yale can give a bachelor's degree with only two years of work on an intensive basis, it seems to me our summer schools would be better advised to run one or two weeks in the form of short unit or institute courses.

The outstanding success of the three-day aviation institute held at our state teachers college last June under the supervision of Paul D. Collier, Director of the Bureau of Youth Services of the Connecticut State Department of Education, has convinced me that many teachers who are unable to attend school for a summer are delighted to give a week or possibly two weeks of their summer for intensive work in their chosen field.

I think that local boards of education, if properly approached, would be willing to pay selected teachers to induce them to attend such institutes. The great increase in the cost of living and the fact that many commercial teachers are getting considerably less than the wages that are being paid at present to beginning office workers makes it only just that they be compensated for such attendance at summer school.

Furthermore, it would be the best investment that a board of education could make, educationally speaking. If wartime adjustments in the curriculum of the high schools are to be made, it is only fair that business institutes be held on a one-week or a two-weeks basis at most and that the teachers selected from each school be paid to attend, in lieu of the high wages that they would be losing by not working in industry.

I suggest the following summer-school institute courses in business education:

1. *An intensive course in war economics* should cover the Office of Emergency Management, the War

Production Board, the Office of Price Administration, and related agencies, such as the Office for Agricultural War Relations, the Co-ordinator of Information, the Board of Economic Warfare, and the Combined Raw Materials Board. Such a course should be supplemented by the theories of values, prices, inflation, and business cycles.

2. *A wartime geography course* should cover economic and human geography in the air age, the revolutionary influence of aviation on man, and the ecology of man. No aspect of commercial geography will remain unaltered by this new means of transportation and fighting. East is no longer east and west is no longer west, as we have known them in the past, because distances now will be measured over the poles. Dynamic geography, the nature of geographical ideas, and the world's framework should be included. Such a course would furnish material for the teaching of "place geography" during the war and prepare pupils for constructive living as world citizens in the air age after the war.

3. *A course in the foundations of business education* to be given on the same intensive basis would be of great benefit to business teachers who have come into the profession on a wartime emergency basis and who want to know more about the fundamental issues in business education.

4. *An office-machines course* would help those teachers who have already acquired skill in type-writing and who wish to gain familiarity with other common office machines and a certain amount of manual dexterity in the use of such machines.

5. *A workshop in business education* might teach those things that fit the needs of particular members of the group and enable them to acquire additional information or facility in doing.

I feel that the selection of one of the above courses, according to the needs of the teacher, would benefit the war effort. Such an organization of intensive business-institute courses would break down the present tyranny of the six-weeks summer school and would induce many teachers to take courses for their own sake and not merely for the fulfillment of state certification requirements or for the pursuit of credits for a degree. I fear that too many teachers, after they receive the master's degree, feel that summer school is no longer necessary for them.

Finally, I would put the question of taking an all-summer vacation as the last alternative. Vacations this year can well be limited to the one- or two-weeks vacation periods that are prevalent throughout industry. We are in the midst of fighting the greatest war in history, and in time of war self-sacrifice on the part of all is mandatory. Any teacher in good health will be a better teacher for sacrificing his vacation time to the war effort.

Finding a Market For Your Fastest Writers

FLORENCE ELAINE ULRICH

Editor, Art and Credentials Department, The Gregg Writer

AN incident was called to my attention the other evening that I think is news: A secretary was fired because the employer became nervous while dictating to her. His reason for letting her go was that she was "too darn fast!" She wrote shorthand at 175 words a minute; the employer found himself trying to keep pace with her writing speed while dictating, and he "just couldn't keep it up!"

Of course, the young woman herself was not very tactful. Instead of remaining calm, she had the annoying habit of tapping her foot, or sighing audibly when she was bored. These habits were distracting to the dictator.

"Too Good" a Stenographer?

What interested me in the case was the fact that placing this girl in that office probably was not a particularly wise or successful piece of selling. A stenographer who writes shorthand at 175 words a minute is better than the average, and because the demand for expert writers is usually greater than the supply, care should be taken to place students with higher shorthand speed skill in offices having versatile dictators or offices requiring the services of a reporting-stenographer. Many large companies that hold board meetings and committee meetings, could benefit from the employment of a secretary who has attained reporting speed in shorthand. Almost every community has such opportunities available to the student, and the placement service of a school can be of more value if such requirements are known.

You doubtless recommend the students with the keenest minds and best educational backgrounds to firms requiring the highest type of stenographers. But do you advise an employer to employ one of your highest speed shorthand writers who will be able to handle the reporting needs of the firm?

I recall talking with a prominent radio speak-

er some years ago. He lamented the fact that he had not been able to procure a secretary who could take his addresses verbatim.

"I don't understand why," he confided. What he needed, I told him, was a reporter-secretary. This was a new idea. He thought men usually dictated at 100 words a minute; his stenographer wrote shorthand at that speed. When his attention was called to the fact that he usually spoke at the rate of about 175 words a minute, he promptly availed himself of the opportunity to engage the services of a young man who had won the Gregg Official Award at 175 words a minute. This speaker's addresses are now reported verbatim.

It might be worth while for more teachers to cultivate the acquaintance of heads of large organizations and the professional men and women in their communities, in order to open up a market for the services of the fastest shorthand writers in the class. Usually the student who is interested in attaining high shorthand speed is the one who likes to write shorthand. He will be better satisfied in a position that utilizes his skill, and his opportunity for receiving better remuneration and advancement will be greater. The rewards to the student, to the teacher, and to the community justify consideration of this proposal.

Awards at Many Speeds

The Shorthand Speed Tests and Awards in *The Gregg Writer* series begin at 60 words, but the tests range in speed up to the Diamond Medal test at 200 words a minute. We recommend that shorthand teachers look their market over, and if there are opportunities for stenographers with reporting speeds, the best students should be urged to train for them. A study of the local employment market enables a teacher to sell his students' ability with more confidence and accuracy.

This office is part of United Air Lines' general accounting department, Chicago, in which more than 200 men and women are employed.



Airline Accounting Operations

FRANCES AVES SMITH

This article concludes a description of airline accounting departments begun in "How Aviation Uses Business Machines," published in last month's B.E.W. These articles are part of a series telling of business opportunities in airline companies.

ONE of the most important functions of any airline's accounting department is its revenue accounting. In addition to auditing its own ticket sales, it must audit ticket sales of other airlines—because of the Air Travel Card system,¹ by which any one of many airlines may sell space on other airlines.

There are three kinds of airplane tickets: tickets that an airline sells for space on its own line; tickets sold for Government transportation accounts; and tickets sold on presentation of Air Travel Cards for other airlines.

Then there is a system by which an airline agent in a foreign country may sell space for an air itinerary in the United States. To illustrate how complicated this makes ticket auditing, F. L. Farley, office manager in charge of accounting at Eastern Air Lines, describes a typical flight made by a passenger from a re-

mote point in South America to several United States cities, and back again.

Pan American Airways in South America, Mr. Farley explains, issues to the passenger an "exchange order" and receives payment for the entire amount of a round-trip ticket. The passenger on arrival at the Miami airport by Clipper presents his exchange order to the Eastern Air Lines traffic man in the same terminal, because the next part of his trip will be via that airline. The Miami office of E.A.L. gives the passenger a ticket for each participating airline. Then our South American flies from Miami to Chicago by Eastern Air Lines; Chicago to New York by United Air Lines; New York to Boston by American Air Lines. The return portion of the ticket calls for Boston to New York by American; New York to Brownsville, Texas, by Eastern; and Brownsville to South America by Pan American Airways System.

Each ticket for each airline participating in this round trip has two parts: an auditing coupon and a flight coupon. The auditing coupons are brought into the home office of Eastern Air Lines, where the tickets for each participating airline must be recorded and audited. The flight coupons are kept in the flight enve-

¹Described in "They Sell Air Space," *The Business Education World*, December, 1942.

lopes described in this magazine last month.

The great amount of air travel done on credit further complicates airline ticket auditing. Auditing and billing tickets on Government transportation orders must be handled according to Government specifications. Both this method and the Air Travel Card system mean billing and collecting at the end of each month.

Auditing a ticket of an airline's own issue is done in one operation by one person. But auditing a ticket sold for a second airline must be done in three operations, perhaps by three different persons. One person records the ticket in accounts payable; another reconciles the amount with a report submitted by the second airline; a third pays for the ticket. The second airline's accounting employees go through three similar operations. They record the ticket in accounts receivable, reconcile the amount with their company's records, and bill the first airline.

Equipment Records

Another important function of the accounting department is keeping equipment records. How many planes and plane parts an airline owns at a given moment must be determined at a glance. And, as it is necessary to know how long parts, such as engines and propellers, last, up-to-date time records must also be kept. All this is in addition to keeping records of office and machine shop equipment and furnishings.

Accounting in the aircraft industry is also highly specialized — so much so that Beech Aircraft Corporation gives a special course in aircraft cost accounting to all men and women it employs for accounting and auditing work.

All airlines have large accounting office staffs. Of United's 3,700 employees, 224 are in the accounting department. Transcontinental & Western Air employs about 150 in its accounting department; Eastern Air

Lines, 65. More and more women are being taken into these departments. Chicago and Southern Air Lines employs 30 women, 8 men. Of Pennsylvania-Central Airlines, 135 accounting department employees, 85 are women.

"There are seventy-three different positions in our accounting department," adds J. H. Baldridge, director of personnel for Pennsylvania-Central, "ranging from file clerk to treasurer."

These positions include those for typists, stenographers, secretaries, business machine operators, junior and senior accounting clerks, supervisors, department heads, and auditors.

"The opportunities for advancement in airline accounting departments are many," says E. C. Peet, treasurer and accounting department head of Transcontinental & Western Air. "Because our employees become well acquainted with how our business is run, they have an advantage over outsiders. Even clerks and stenographers in our department know our routes, the names of our stations, how passenger manifests are worked out, and code symbols. They are, therefore, in training to become reservations clerks and passenger agents."

The T.W.A. accounting department assigns a new employee to a supervisor who explains the newcomer's duties and tells him where the information he will work with originates and where it will go. T.W.A. department heads



A section of the accounting department of Chicago and Southern Air Lines, Memphis.

are now working on a manual that describes the functions of every position. This manual will be used as a textbook for new employees.

In some air transport companies, such as Mid-Continent Airlines, an accounting employee's work is not specialized. Twenty stenographers, bookkeepers, and accountants do all this airline's accounting. According to W. D. King, chief accountant, "It would help us a great deal if stenographers had bookkeeping experience.

"When we hire bookkeepers," he adds, "we prefer that they be college graduates who have had special training in bookkeeping. That they must have a complete general understanding of bookkeeping goes without saying. We want our accountants to have a college education,

with a major in accounting, or enough experience to make up for it. Commercial law would be an excellent subject for them to know."

Eastern Air Lines asks that its accounting employees have a high school education and specialized training in a recognized accounting school. Often the young men and women whom this airline takes into the accounting department as office boys and clerks continue their schooling at night.

Qualifications for accounting department employees vary with different airlines and with the jobs to be filled. But all airlines agree that personality is important, that an employee must be able to think for himself, and that he must not be "flighty."

A Test in Typing Numerals

H. E. ASELTINE

H. E. Aseltine, head of the Secretarial Department at West Technical High School, Cleveland, Ohio, recently concocted a combination drill and test on numerals that greatly appeals to us. Considering the frequent agitation for more practice and greater skill in typing numerals, we think our readers will appreciate it, too.—*Editor*.

HERE are several lines of solid numerals that can be used over and over again and can be extended indefinitely. They can be used as a drill, a test, a warm-up, or a major item of practice during a period that is to be followed by several periods of intensive work on tabulations.

We use figure groups like these for 5 or 10 minutes a day as a review of the numerals. This is essentially straight practice work. We also use the same material for occasional tests.

Its merit consists in the fact that, whenever and wherever the typist stops at the end of his

test, he does not have to count the number of strokes. He merely reads the last three figures in the last group of five numerals that he has typed. These tell him exactly how many strokes he has made! (For the first sixteen groups, however, he reads the last two figures in the last group he has typed.)

Another use for this material is to set up tabulations in 2, 3, 4, or 6 columns and type through the material, jumping from column to column. The same method of determining the number of strokes completed can be used here. This provides a comparison between the straight-copying and the tabulating rates.

Very few schools, ours included, have stressed the typing of numerals sufficiently.

We let pupils practice this material each day and then conduct a contest on the same material toward the end of each month. Since the material is familiar, the students can concentrate on one element of skill—speed.

THE TEST

96035 14211 68217 49023 50129 48735 69041 39547 40153 71059 43065
92571 83477 72183 60489 71395 38101 64107 85113 82119 36125 64131
68137 20143 62149 93155 84161 93167 28173 64179 90185 82191 38197
94203 85209 72215 10221 84227 95233 86239 30245 17251 83257 98263
39269 48275 10281 97287 38293 49299 47305 21311 94317 58323 91329

The May Transcription Tests

Prepared by HELEN REYNOLDS, Ed.D., New York University, School of Education

TRANSCRIPTION TEST FOR THE JUNIOR CERTIFICATE

(Dictate at 80 words a minute)

**Instruc-
tions** Spell out unusual names in the addresses. Dictate the following addresses *before* starting to time the take. These letters are counted in 15-second dictation units of 20 words each.

Letter No. 1. Taylor Oil Company, 84 Broadway, Portland, Maine.

Letter No. 2. Mrs. A. D. Stone, 2 Arcadia Lane, Portland, Maine.

**Letter
No. 1** Gentlemen: When your truck delivered oil to my house last Tuesday morning, the driver spilled a considerable / amount of oil. It ran down over my lawn and killed some of the grass.

I reported the matter by telephone / to someone in your office and was told that it would be taken care of, but so far nothing has been done. I should / like to have the matter taken care of promptly, because it will be necessary to remake that portion of (1) the lawn; and I should like to know soon what kind of adjustment is to be made. Very truly yours,

**Letter
No. 2** Dear Mrs. Stone: / We are sorry to hear that your lawn has been damaged by the carelessness of one of our drivers. For some reason, / the message that you delivered to our office did not reach me. The information that you gave over the / telephone was evidently mislaid by one of our clerks.

In order to make a satisfactory settlement, (2) we will have one of our men come to your house to check the damage done by the oil and discuss the adjustment. Would / it be convenient to have our representative, Mr. Allen, call early Monday morning? If we do not / hear from you to the contrary, you can expect Mr. Allen to inspect your lawn then. Very sincerely yours, / (240 standard words, including addresses)

The B.E.W. transcription tests for Junior (80-word dictation) and Senior (100-word dictation) Certificates of Achievement are published each month. In this issue (page 569) you will also find tests for the Superior Certificate (dictation at 120). You may send your students' transcripts for any or all of these tests to the B.E.W. for examination and certification. For full details, send a postal card at once to the B.E.W. Awards Department, 270 Madison Avenue, New York, N. Y. Before using these tests, refer to instructions on page 569.

TRANSCRIPTION TEST FOR THE SENIOR CERTIFICATE

(Dictate at 100 words a minute)

Instruc- Spell out unusual names in the addresses. Dictate the following ad-
tions dresses *before* starting to time the take. These letters are counted in 15-second dictation units of 25 words each.

Letters No. 1 and 3. Miss Ruth Young, Roosevelt High School, Seattle Washington.

Letter No. 2. Mr. Thomas Parks, Adams High School, Provo, Utah.

Letter My dear Miss Young: Will you serve as the chairman of the committee
No. 1 on local arrangements for the convention of the Commercial Education / Association to be held in Seattle, June 3 to June 5? I am sure that you will agree with me that a convention is only / as good as its local committee.

I have been well acquainted with your work in Seattle, and I have enjoyed your contributions to / various meetings that we have both attended. I am confident that you are just the person we need to put in charge of local arrangements (1) to assure our having the best convention that has ever been held.

I hope you will appoint your own committee. In that way you can be / sure of having with you people whose interests and abilities are known to you. Will you please let me know whether or not you can accept / this appointment? Sincerely yours,

Letter My dear Mr. Parks: Thank you very much for asking me to accept the
No. 2 chairmanship of the committee on / local arrangements—and also for all the nice things you said about my ability.

Naturally, I have been keenly interested (2) in the fact that the convention is to be held in Seattle. This year, for the first time, I shall not have to take a long journey to attend / it.

I am glad to accept the chairmanship, and I am attaching a list of the persons I should like to have serve with me. As soon as I / have your approval, I shall see how many of these persons will be willing to serve. I shall appreciate your giving me some information / regarding the arrangements for which I will be responsible. You see, I do not know just what has been done, and I don't want to upset (3) any plans that have already been completed. Sincerely yours,

Letter My dear Miss Young: I am very glad that you will serve as chairman
No. 3 of the / committee on local arrangements and believe you should plan to take care of the registration and of welcoming members. I should also / appreciate your working with the hotel management in deciding what to serve at the dinner. Cordially yours, *(400 standard words, including addresses)*

TRANSCRIPTION TEST FOR THE SUPERIOR CERTIFICATE

(Dictate at 120 words a minute)

Instruc- Spell out unusual names in the addresses. Dictate the following ad-
tions dresses *before* starting to time the take. These letters are counted in 15-second dictation units of 30 words each.

Letter No. 1. Miss Doris Brown, South Side High School, Seattle, Washington.

Letter No. 2. Miss Grace Stanley, East Side High School, Seattle, Washington.

Letter No. 3. Miss Ruth Young, Roosevelt High School, Seattle, Washington.

Letter Dear Doris: The president of the Commercial Teachers Association has
No. 1 asked me to serve as chairman of the committee on local arrangements for the convention / when it meets here on June 3 to June 5. The local committee is responsible for the registration of the members and making them feel at home.

I have been / given permission to name my own committee. That is the reason I am writing you. I should like to have you and Grace Stanley help me with this work. I am asking Grace / to be responsible for welcoming the members and wish you would take care of the registration. You and Grace will also have to confer with the hotel management (1) regarding the dinner menu.

Can you undertake this job? I know it comes at a very busy time for you, but I think no one can do it so well as you. Sincerely / yours,

Letter Dear Grace: I have been asked by the president of the Commercial Teach-
No. 2 ers Association to be chairman of the committee on local arrangements for the / convention, June 3 to June 5. He has allowed me to name my own committee.

The work will be largely the registration of members and arranging to welcome them. / I am asking Doris Brown to take care of registration, and I hope you will accept the responsibility of seeing that members enjoy themselves while they are (2) here. Do you think it would be a good idea to serve tea each afternoon? This gives people a chance to meet informally. This is only a suggestion, of course. You / will have all the people you need to work with you.

Do you think you can arrange to do it? Please let me hear from you. Sincerely yours,

Letter Dear Ruth: I am very glad to accept / your invitation to serve on your
No. 3 local arrangements committee for the annual convention.

If you have no objection, I should like to ask my secretarial / students to assist in the registration. They are good typists and with very little supervision can take care of the clerical work. It will give them (3) valuable experience and will help us. Sincerely yours, (400 standard words, including addresses)

How to Participate in the Monthly Transcription Test Service

1. Names and addresses are to be dictated *before* the letters themselves are dictated and need not be read at any set speed. Dictate at the indicated speed the letters designated for the grade of certificate your students wish to earn (80 for the Junior; 100 for the Senior; 120 for the Superior).

2. No preliminary reading of notes or help from any source is permitted before timing of transcript starts. The maximum time allowed for the transcription of the Junior test is 24 minutes; for the Senior test, 27 minutes; for the Superior test, 20 minutes.

3. The above time limit includes all proof reading and correction of errors, and the use of the dictionary, which is permitted.

4. Each transcript must contain the student's name, complete school address, and teacher's name. The length of time required to transcribe all letters should appear on the first letter only.

5. No carbons or envelopes are required. The shorthand notes are *not* to be forwarded with the transcripts.

6. An entry form consisting of a typewritten

list of participants, indicating both the dictation and transcription speed, should be submitted with the transcripts. An official entry form will be supplied upon request.

7. The fee for examining each pupil's transcripts for any one of the three certificates is 10 cents. Remittance in full must accompany each shipment of transcripts. Ask us about the easy way to send remittances through the use of B.E.W. stamps.

8. Transcripts are judged solely on the *mailable-letter* basis. Errors that make letters unmailable include: misspelling, untidy erasure, uncorrected typographical error, serious deviation in wording, and poor placement.

9. A Certificate of Achievement will be awarded each student whose transcripts meet an acceptable standard. Transcripts not considered eligible for certification will be marked and returned.

10. Send all transcripts by first-class mail or by express (they cannot be sent by parcel post) to: The B.E.W. Awards Department, 270 Madison Avenue, New York, New York.



Alpha Iota Activities

WESTMINSTER COLLEGE, in New Wilmington, Pennsylvania, has the distinction of being the first four-year co-educational college in that state to install a chapter of Alpha Iota, international honorary business sorority. Miss Sarah Hamilton is sponsor for the new chapter, Zeta Xi.

Another chapter, Beta Nu, was recently installed at the Fisher School, Somerville, Massachusetts. Formerly Fisher students in Somerville belonged to the Gamma Sigma chapter in Boston.

Alpha Iota is planning a Victory Conference to be held in Milwaukee on July 9, 10, and 11, for the purpose of determining what the American business girl can do to promote the country's all-out war effort.

General chairman of the meeting will be Mrs. Gladys Nichols, a newly appointed regional councilor, head of the stenographic department of the Spencerian College in Milwaukee. Miss E. M. Bennett, manager of Spencerian College, will assist her.

A Work-and-Study Plan

A CO-OPERATIVE work-and-study plan recently instituted by the High School of Commerce, Detroit, is so popular with employers that the chief problem involved is a shortage of students to take advantage of the part-time employment, reports J. L. Holtsclaw, supervising principal of commercial education of the Detroit schools and principal of the High School of Commerce. He estimates that about three hundred co-operative students will be at work next September and reports 150 requests for student workers now.

Students may transfer from other schools in order to take advantage of the plan. One group works from 8 to 12 and is relieved by the second group, which works from 1 to 5 p.m. School hours are from 8 to 12 and from 1 to 5.



TWO WAYS to get to the top of an oak tree—climb it, or sit on an acorn and wait.

School News and

DR. J. MARSHALL HANNA, head of the business education department of Western Michigan College of Education, Kalamazoo, has received a commission in the Navy and has been ordered to active duty at the Midshipmen's School, Columbia University, New York City.

Dr. Hanna holds the M.A. degree from Columbia and the degree of Ed.D. from New York University. He is a past president of Alpha Chapter of Delta Pi Epsilon, chairman of the Commerce Section of the Michigan School Masters Club, and associate editor of the *Business Education Digest*. In 1941 he won the Delta Pi Epsilon research award. He is a co-author of a secretarial bookkeeping text, which came off the press last month.

ROBERT L. FAWCETT has been appointed an agent in the Internal Revenue Department. He will be located in Pittsburgh. He has taught in Peabody High School, Pittsburgh, and has had experience in accounting and retail selling. Mr. Fawcett has been president of Tri-State Commercial Education Association.

DR. JOSEPH W. SEAY has resigned as director of admissions of Rider College, Trenton, New Jersey, to become headmaster of the Pennington School, a boys' college preparatory school at Pennington, New Jersey, succeeding Dr. Francis Harvey Green. The appointment will become effective at the close of the current school year.

Dr. Seay has been director of admissions at Rider for seventeen years. Before going to the College, he had served as commercial supervisor of the Plainview (Minnesota) public schools; commercial and vocational-guidance adviser of the schools of Wheaton, Minnesota; treasurer of the Lincoln Memorial University of Tennessee; president of the National Business University, Owensboro, Kentucky; and vice-principal of the Harrodsburg (Kentucky) High School. He is a member of the New Jersey Board of Education and chairman of the Trenton Civilian Defense Volunteer Committee.

MISS MARGARET SPARKS has resigned from the staff of Colby Junior College, New London, New Hampshire, and has joined the faculty of Rider College, Trenton, New Jersey. She will be head of the Typewriting Department, instructor in secretarial science, and an adviser in office training.

Miss Sparks has taught in West Virginia high schools, Bethany (West Virginia) College, and the Business Institute, Milwaukee, and has had much practical business experience.

FRANK D. MARCH, vice-president and director of the Drake Schools, New York, has been appointed New York City Salvage Director of the Civilian Defense Volunteer Office. His division will act in collaboration with the WPB. Mr. March, who has been associated with the Drake Schools for twenty-one years, is a past president of the Private Schools Association of New York City. He is president-secretary of the Bronx Chamber of Commerce and has been president of the Washington Heights Chamber of Commerce and the Lions Club.

A. E. BLACKSTONE has been appointed dean of the Drexel School of Business Administration, Drexel Institute of Technology, Philadelphia, to succeed Dr. W. Ralph Wagenseller, who was recently made treasurer of the college.

Dean Blackstone has been a member of the Drexel faculty since 1928. He has also taught in the Philadelphia public schools and at Girard College. He has had technical experience in public accounting and real estate and is a member of the American Academy of Political and Social Science and the American Economics Association.

LOWELL A. DECKER, formerly state supervisor of distributive education for South Dakota, has received an appointment from the War Department as assistant chief of the Training Section, Civilian Personnel Branch, of the Seventh Service Command, at Omaha. One of his first duties was to prepare an Army correspondence manual to be used for in-service classes in his area. The training is being carried on in co-operation with the various state departments of vocational education.

R. H. NOLL has succeeded Mr. Decker as state supervisor of distributive education. Mr. Noll has been working in the extension division of the University of South Dakota. He formerly taught business subjects in South Dakota schools and was a high school principal.

MISS GRACE BORGERDING has received a commission in the WAVES and has been assigned to the training center at Milledgeville, Georgia. She is on leave of absence from the Crafton (Pennsylvania) High School, where she is a teacher of business subjects.

Personal Items

MISS BERNADINE BELL, former business teacher in the Massillon (Ohio) High School, is the first business teacher we have heard of who has joined the U. S. Marine Corps (WR). She is attending the Naval Reserve Midshipmen School (WR) at Mt. Holyoke College, South Hadley, Massachusetts.

MISS DOROTHY LILICK is co-ordinator of co-operative vocational commercial education at Portsmouth (Ohio) High School, where the co-operative plan was made part of the curriculum on February 1. During February, 22 of Miss Lilick's co-operative students worked 2,004 hours and earned \$606.58.

Miss Lillick is a graduate of the College of St. Teresa, at Winona, Minnesota, has attended Ohio University and Gregg College, and is studying toward a master's degree at the University of Cincinnati. She has taught at Xavier University, and she organized and formerly headed the commercial department at East High School, Portsmouth.

MISS M. EMILY GREENAWAY has resigned her teaching position in the Senior High School at Port Chester, New York, and is now with the Beach Precision Parts Company, in Harrison, New Jersey, as purchasing agent in charge of procurement of materials and priorities. The company is engaged in war work.

Miss Greenaway has contributed several articles on professional subjects to the *BUSINESS EDUCATION WORLD* and has won prizes in contests for teachers. She is the author of the novel, *Sweepstake*.

MRS. HELEN McCORMICK JOHNSTON is now an instructor and director of secretarial training in the School of Hotel Administration at Cornell University, Ithaca, New York. Mrs. Johnston was formerly head of the Secretarial Department at the University of Tulsa and has also taught at Mary Washington College, Fredericksburg, Virginia. She has served on the programs of various professional association conventions, has written for the *B.E.W.*, and is the author of a short play for school assembly use. Mrs. Johnston is a member of Pi Omega Pi and is chairman of the national research committee of Delta Pi Epsilon.

D. D. LESSENBERRY, director of courses in commercial education, University of Pittsburgh, Pittsburgh, Pennsylvania, was awarded the honorary degree of Doctor of Laws by Westminster College, New Wilmington, Pennsylvania, in January.

Dr. Lessenberry received his master's degree from New York University. He is president of the national council of Delta Pi Epsilon and a past president of the National Business Teachers Association and of the Tri-State Commercial Education Association.

DR. RUTH THOMAS has succeeded Hollis P. Guy on the business education faculty of the University of Kentucky. Mr. Guy is now an officer in the Navy. Dr. Thomas has been teaching at State Teachers College in Johnson City, Tennessee, and for the past two summers has taught at the University of Kentucky.

MISS MINNIE FRANCES HUMPHREY, of the Senior High School, Greensboro, North Carolina, is taking Dr. Thomas' place in Johnson City.

A. J. Lawrence, head of the business education department at Kentucky, has announced that Miss IDA MAE PIERATT, formerly an assistant in the department, is now teaching secretarial courses at Union College, Barbourville, Kentucky.

MISS WILLA A. THOMPSON, a teacher of business subjects for eleven years, has joined the WAVES and is now in Cedar Falls, Iowa. Miss Thompson holds degrees from Bowling Green (Kentucky) College of Commerce and the University of Pittsburgh and has taught in the high school at New Cumberland, West Virginia, for six years.

MISS HELEN DOBBIE, Officer-in-Charge-of-Seamen for the Women's Reserve at the U. S. Naval Training Station for WAVES, at Mill-edgeville, Georgia, has been promoted from lieutenant, junior grade, to the rank of lieutenant.

MISS ELEANOR SKIMIN, on leave of absence from the Detroit public schools, is civilian assistant to Lt. Dobbie. She prepares daily lesson plans for each class. The school has fourteen shorthand and typing instructors.

J. D. FENN, head of the Commercial Department of George Peabody College, Nashville, Tennessee, has recently been made associate professor.

MISS EUGENIA MOSELY has been made an assistant professor at George Peabody College.

Willie Jones vs. the Manual

LAWRENCE DAVID BRENNAN

THIS is the third and final installment of a humorous law suit, in which Willie Jones is trying to collect grades of A and B. Detailed suggestions for the use of this testimony in shorthand classes appeared in the first installment, in the March B.E.W.

Counsel for Defense. Miss Anna Logical, please take the stand.

(Miss Anna Logical, haughty Greta Garbo type, takes the stand.)

Court Clerk. Do you solemnly swear to tell the truth, the whole truth, and nothing but the truth?

Anna Logical. I do.

Court Clerk. What is your name?

Anna Logical. I declare that it was agreeable.

Court Clerk. What was agreeable? Tell me your name.

Anna Logical. Do not aggravate me with your aggressiveness. I have declared it agreeable under these circumstances to describe myself as Anna Logical.

Court Clerk. All right.

Counsel for Defense. Have you a special grievance with the plaintiff?

Anna Logical. Yes, he overlooks the construction of the *Manual*. I suspect deterioration through his destructiveness.

Counsel for Defense. Do you mean that he destroys his own property?

Anna Logical (haughtily). I retract no statements. Things transpire that cause me extreme physical unrest.

Counsel for Defense. For example?

Anna Logical. Yesterday there was an emergency of great exigency. He crammed our dwelling with such drastic haste into a book bag that we were interwoven with a Latin book, and I was face to face with Caesar crossing the Rubicon. Imagine my embarrassment.

Counsel for Defense. Your witness.

Counsel for Plaintiff. What is your occupation, Miss Anna Logical?

Anna Logical. I am a chemical biological psychologist.

Counsel for Plaintiff. Just what is that?

Anna Logical. The formality of classification would require terminology technical, physical, and medical, and it would not be practical even by analogy to explain with facility to a person of your simplicity.

Counsel for Plaintiff. You must be related to Doubletalk. Your witness.

Counsel for Defense. Will Ten-Den and Tem-Dem, the Blend sisters, kindly take the witness stand?

(The two witnesses come up to the witness chairs together.)

Court Clerk. Do you solemnly swear to tell the truth, the whole truth, and nothing but the truth?

Ten-Den and Tem-Dem (together). We do.

Court Clerk. What are your names?

Ten-Den and Tem-Dem. We're the Ten-Den, Tem-Dem Blends. Sometimes at the beginning, sometimes at the end.

Counsel for the Defense. You are also tenants at the *Manual*?

Ten-Den and Tem-Dem. There is contained an evidence of truth in your contention, but freedom from that Willie Jones is our evident intention.

Counsel for Defense. Are you comfortable in the *Manual*?

Ten-Den and Tem-Dem. There is danger in our residence for us Ten-Den, Tem-Dem Blends, for dense Willie Jones attempts to make us the Ten-Den, Tem-Dem Bends.

Counsel for Defense. Your witness.

Counsel for Plaintiff. Cross examination waived.

Counsel for Defense. The defense rests.

Judge. Will the counsel for the defendant kindly close his case?

Counsel for Defense. Gentlemen of the Jury,

my case has been simply presented. I have showed you that, although my poor wretched clients did not pay the rents of A and B as stipulated in the lease, they could in no way be expected to comply with the terms of the lease. The plaintiff, that terror of every tenant from Julius Caesar to William Shakespeare, has created such conditions as to constitute an eviction. He has rendered the *Manual* unfit for habitation. In the name of civilization, find justice for these poor tenants. Thank you.

Judge. Will the counsel for the plaintiff close his case?

Counsel for the Plaintiff. Gentlemen of the jury, I have read the lease to you, and I have proved that the tenants of the *Manual* have plainly failed to live up to their promises. Moreover, they have destroyed the plaintiff's property. The witnesses for the defense are not disinterested witnesses, as they are also the defendants. So, gentlemen, from the one standpoint of justice, which must always triumph, bring in a verdict in favor of the plaintiff William Jones. Thank you.

Judge. Gentlemen of the jury, you have heard the facts of this case. The law on the question states that a landlord is in no way obligated to take care of his tenants except as is stated in the lease. The fact that the landlord has lessened the comfort of his tenants is not cause for an eviction. But if the landlord so lessens the value of the property so as to make it unfit for habitation, then the tenants are not required to comply with their promises in the lease. Therefore, if you believe that Willie Jones has not made the *Manual* unfit for habitation, then find a verdict in his favor, but if you believe that he does not deserve his A's and B's, then find a verdict in the defendant's favor. I charge you, gentlemen of the jury, to bring forth a decision that is in conformity with the justice and tradition of this court. (*The first two installments of this entertaining jury trial appeared in the March and April issues of the B.E.W. With the March installment, suggestions were given for the use of this material in shorthand classes, the instructor acting as judge.*)

VERNE E. MILLER, president of the Philippine Education Company, Manila representative of the Gregg Publishing Company for many years, died in February.

In a letter to Mrs. Miller, the Book Publishers Bureau, wrote, "Mr. Miller has been a pioneer in the distribution of American books in the Philippines, and the value of his work in the general educational development of the Islands was of the greatest importance."

Mr. Miller left Manila in September, 1941, and at the time of his death was chief clerk in the sales section of the commissary, Quartermaster's Department, at the Army air field in Yuma, Arizona. His son, Capt. Robert Miller of the U. S. Army, who had been general manager and vice-president of the Philippine Education Company, was taken prisoner by the Japanese. The store was stripped after the Japanese invasion.

WILLIAM F. EWING, superintendent of schools for Oakland, California, died on April 1. He had planned to retire on June 30 after long and distinguished service to education. He established "sunshine schools" for children with special health problems, in addition to performing with distinction the duties of his office.

With the exception of a period of seven years which he spent with the Pasadena schools, Mr.

Ewing had been affiliated with the Oakland school system since 1914. He became assistant superintendent in 1927 and in 1940 became superintendent. He was president of the Oakland Tuberculosis Association and of the Oakland Rotary Club and held various offices in the Community Chest.

The new superintendent of schools for Oakland is Dr. William R. Odell, who was named for that post when Mr. Ewing announced his retirement plans some months ago. (See April B.E.W., page 495.) The *Oakland Tribune* commented editorially that Dr. Odell "at 37 will be the youngest head of a school comparable in size to Oakland's in the nation. He has brilliantly demonstrated his ability to measure up to the high standard of leadership that has brought Oakland national fame as an educational center."

Free Guidance Pamphlets

COUNSELORS, teachers, librarians and students will find helpful vocational guidance material in a new list of twenty-five free pamphlets on seventeen different occupations, including names and addresses of the publishers of the pamphlets. To get this list, send 25 cents to Occupational Index, Inc., New York University, New York City.

The Lamp of Experience

HARRIET P. BANKER, Editor

Around the Clock

IN teaching the Reversing Principle, I have used the following procedure with a great deal of success.

I write on the blackboard words that later can be used to illustrate the Reversing Principle. Typical words are: *tea, day, she, me, may, knee, bash, head, bit, had, edge.*

Next, comes a discussion of the motion of the circles in these words. The students write in the air; extra-large forms are also placed on the blackboard. A circle formed of clockwise arrows, as shown in the accompanying illustration, helps students to visualize the circular motion used in these words.



Several words are studied so that the idea of the motion will be clear to everyone. Some will think "clockwise" almost at once; but to others, the word may be unfamiliar. Here, I introduce a short vocabulary lesson to insure adequate drill.

I also find it very effective to use the actual hour that the class is meeting as a means of illustrating clockwise movement. Asking the students in what directions the hands of the clock are now moving helps them to get the "feel" of clockwise movement.

Next, the chosen words containing clockwise circles are rapidly reviewed. Then, taking these "known" words, I change the circle to the opposite side, pronouncing each word as I write it, the students chiming in as they grasp the idea. Thus the words become *tear, dare, sheer, mere, mar, near, harsh, heard, hurt, bard, urge.*

To the question, "In what direction are we now writing?" some students will say, "on the opposite side"; a few may be familiar with the term "counterclockwise" and suggest that.

Thus, the students add another new word to their vocabularies and another paragraph to their knowledge of shorthand.—*Evelyn Stevens, Arts High School, Newark, New Jersey.*

Improve That Advertisement

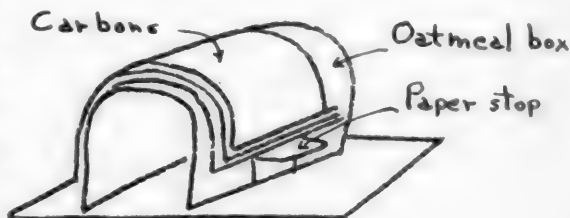
IN ORDER to improve the advertisements in our school publication, we offered prizes to members of the salesmanship and advertising classes for suggestions. (Other students could enter but were not eligible for prizes.)

A prize was awarded for the greatest improvement in any advertisement in the school publication, regardless of size; and another was awarded for the greatest improvement in the largest advertisement. In addition, the concern using the most space offered \$5 for improving its current advertisement.

The contest was a great success. Our students benefited greatly through their lively interest in applying the principles of advertising to the contest material.—*Harry D. Smith, Central High School, Paterson, New Jersey.*

Carbon Papers Curl? Here Is a Remedy

A PRINCIPLE in plane geometry—where two plane surfaces meet, the intersection forms a straight line—was the inspiration for a device that has proved highly successful in overcoming the annoying trouble of carbon paper's curling. Here is the way to make this gadget.



Take an ordinary oatmeal box and lay the carbon sheets over it so that the carbon side is up. This has a tendency to bend the paper smoothly and prevents the paper from curling.

Attach a bent piece of cardboard or metal at one side of the box, and cut the box as shown in the accompanying illustration.

The result: a handy and easily made gadget for stacking sheets of carbon paper and preventing "curling."—*B. Borgen, North Newton, Kansas.*

IN THE LAST WAR there were 1,700,000 high school graduates with A-1 classification; now there are 7,000,000. Then there were 400,000 college graduates classified A-1; now, 1,400,000.

—*The Journal of the N.E.A.*

Teachers Have Asked Me

IROL V. WHITMORE

WHAT specific suggestions can I give to the graduate who is about to take her first stenographic job? Particularly helpful would be suggestions dealing with factors other than technical skills, factors that are complementary to those skills and that speed the adjustment of the stenographer to her work. Perhaps we might group the suggestions under the headings: "Orienting yourself to the job," "Office housekeeping," "Filling the job with better-than-average proficiency," and "Promoting a desirable office atmosphere."

Orienting Yourself to the Job

1. Become familiar with office procedures, and company policies, products, and services. Read carefully any pamphlets or bulletins issued by your company. If an office manual is available, study it carefully. If it is not, keep a notebook in which you jot down points about procedures so that you may have a ready reference and will not have to ask the same question more than once. Attend company-sponsored lectures explaining the nature of the business.

2. If your organization has a library, do some browsing to learn what reading material is available.

3. Read the weekly trade periodicals that come to your office. Read articles, speeches, and books written by your employer.

4. Learn the lines of authority; learn the names of people with whom your office works, their positions, and titles. Know who is responsible for each phase of your company's activities.

5. Learn the names of people outside the organization with whom your employer does business.

Office Housekeeping

1. If you have maid or janitorial service, check to see that your employer's desk and chair are well dusted each morning. If there is no janitorial service, dust the furniture (and books, too) yourself every morning before your employer arrives.

2. Remove mail from the filing box often enough to avoid a cluttered and untidy appearance of the desk.

3. Adjust the shades in the morning so that the employer does not meet a glare as he comes in. Adjust the shades during the day to keep an even light.

4. Keep chairs for visitors in the office in attractive positions.

5. If your employer or his visitors smoke, keep matches and ash trays convenient. Empty ash trays during the day so that they will not look untidy.

6. Quietly close the file drawers if your employer should absent-mindedly leave them partially open.

7. Always clear your desk completely at night, including your filing basket.

8. Keep a supply of pencils sharpened ready for use.

9. Always place carbon paper neatly in a folder and keep an adequate supply of all kinds of stationery in your desk drawer.

10. Keep your typewriter clean. Clean it every day and give it a thorough cleaning at least once a week.

Better-Than-Average Proficiency

1. Buy a technical directory if you find that a great many unfamiliar technical words are dictated to you. Obtain professionally prepared lists of shorthand outlines for the words used in your particular business so that you can become familiar with the outlines for words before they are dictated. Make a list of words used frequently in your business so that you can practice short cuts for the words.

2. Refer to books on secretarial practice or good usage if the office has them. Consult a dictionary for proper syllabication and spelling of a doubtful word. Do not trust the judgment of others; they may not have consulted a reliable authority for years.

3. Be at your desk ready for work when the office opens. Even if those who have been with the organization longer gather in groups for ten or fifteen minutes after the office officially

opens, find some excuse to be at your desk.

4. When your employer is still at work, do not leave the office at the stroke of the closing hour unless you know you cannot be of further assistance.

5. If there is a dead line on a piece of work, meet the dead line even if you must remain overtime. Do not feel you are entitled to extra pay for every fifteen minutes of overtime you work. Remember there are slack times during some days when you do not fully earn your pay. Remember, also, that during the first few days or weeks you are on the job you probably do not earn the pay you receive because your unfamiliarity with the work makes it impossible for you to assume responsibility. Be eager to make up for that initial, unproductive period.

6. If your employer gives you considerable dictation, find out which correspondence is most pressing and transcribe that first.

7. Build superior skill in typing and in taking dictation so that you will be ready for a better job when one becomes available. If your company has in-service training classes, take advantage of them if they are voluntary. If they are required, attend the class willingly. If there is no in-service training program within your organization, perhaps you can attend adult-education classes conducted in your community.

A Desirable Office Atmosphere

1. Perform all routine tasks willingly. You cannot expect all duties given you to be equally pleasant.

2. Avoid gossip. Demonstrate your ability to rise above petty annoyances or situations that are not as they should be. Ignore that which you cannot remedy. Through exercising your ingenuity, you may be able to effect some desirable changes.

3. Do not alibi for every mistake you make. Admit your error, make your apology, and see that it does not recur.

4. Be quick and ready to help others when your work is slack.

These important facts should be kept constantly in mind:

1. While a stenographer is working directly for an organization, she is at the same time working indirectly for herself. The more she learns to do and the better she does it, the sooner she will qualify for more responsible positions.

2. A stenographer should be her own severest critic. She must have the habit of perfection.

3. A stenographer should not stop learning when she leaves the classroom.



THE U. S. Naval Training School (WR), at Iowa State Teachers College, Cedar Falls, Iowa, has at the head of its new yeomen school Lt. James M. Thompson, formerly of State Teachers College, Charleston, Illinois.

Members of the shorthand and typewriting faculty are: Ensign Mary Foran, Ramsey (New Jersey) High School; Ensign Mary Schlayer, State House, Harrisburg, Pennsylvania; Ensign Helen Buck, Chester (Pennsylvania) High School; and Ensign Violetta Diehm, Philadelphia, Pennsylvania.

Chief Yeoman F. A. Chadwell is assisting in the preparation of instructional materials.

MRS. URINA R. FRANDSEN has resigned from the faculty of Woodbury College, Los Angeles, to become business manager of the six-year Narbonne High School at Lomita, California.

Mrs. Frandsen is a shorthand reporter as well as a teacher of high-speed shorthand writers. She holds all the medals available to both stu-

dents and teachers of Gregg Shorthand, including the prized Diamond Medal for writing at 200 w.p.m. She has trained two Diamond Medal winners and several other expert writers.

In her new position, she has charge of the accounting records for the school, the purchasing of supplies, and the management of the school's business office.

I. DAVID SATLOW received the degree of Doctor of Education from New York University in February. Dr. Satlow is chairman of the Department of Accounting and Law at the Bushwick High School, Brooklyn, New York, and a member of the clerical practice curriculum committee for the high schools of New York City. He is a member of the executive committee of the Commercial Education Association of New York City and has been associate editor of the *Journal of Educational Sociology* since 1937. His article, "Do You Use Check Lists?" appeared in two parts in the B.E.W. for January and February.

Summer School Directory Supplement

Many schools that will offer commercial teacher-training and content subjects this summer were listed in the April B.E.W. Here is a supplementary list.

ARIZONA

ARIZONA STATE TEACHERS COLLEGE, Tempe. Two terms: May 31 to July 3; July 5 to August 7. S. J. O. Grimes, Director; Dr. E. A. Swanson, Department Head.

CALIFORNIA

UNIVERSITY OF CALIFORNIA, Berkeley. June 28 to August 7. Dr. Raymond G. Getchell, Director; Mrs. Esta Ross Stuart, Supervisor of Shorthand and Typewriting Methods Courses.

CONNECTICUT

LARSON JUNIOR COLLEGE, New Haven. George V. Larson, Director; Claire P. Hosely, Department Head.

FLORIDA

UNIVERSITY OF FLORIDA, School of Trade and Industrial Education, Daytona Beach. Robert D. Dolley, Director; Maude G. Woods, Department Head.

UNIVERSITY OF FLORIDA, Gainesville. Two terms: June 5 to July 16; July 17 to August 27. Dean J. W. Norman, Director; Professor J. H. Moorman, Department Head.

INDIANA

ANDERSON COLLEGE, Anderson. June 12 to September 10. Dr. Laura A. Wurtzel, Department Head.

LOUISIANA

SOUTHEASTERN LOUISIANA COLLEGE, Hammond. May 31 to August 21. Dr. G. W. Bond, Director.

MASSACHUSETTS

BOSTON UNIVERSITY, School of Education, Boston. July 6 to August 14. Professor Atlee L. Percy, Director.

NEBRASKA

CREIGHTON UNIVERSITY, Omaha. June 12 to August 4. Dean Thomas S. Bowdern, S. J., Director; F. E. Walsh, S. J., School of Commerce.

NEW YORK

COLLEGE OF ST. ROSE, Albany. July 2 to August 7. Sister Blanche, Director.

HUNTER COLLEGE of the City of New York. July 12 to August 20. Professor A. Broderick Cohen, Director.

LONG ISLAND UNIVERSITY, Brooklyn. Two terms: June 7 to July 16; July 19 to August 27. Professor Hugo G. M. Wendel, Director; Professor Hudson, Department Head.

NEW YORK UNIVERSITY, School of Education. June 7 to July 2; July 6 to August 13. Dr. Paul S. Lomax, Chairman, Department of Business Education.

NORTH CAROLINA

WESTERN CAROLINA TEACHERS COLLEGE, Cullowhee. June 1 to July 10. W. E. Bird, Director; Dr. W. A. Ashbrook, Department Head.

NORTH DAKOTA

STATE NORMAL AND INDUSTRIAL SCHOOL, Ellendale. June 7 to July 30. J. C. McMillan, Pres.

OKLAHOMA

OKLAHOMA A. AND M. COLLEGE, Stillwater. Two terms: May 6 to July 29; August 2 to August 26. Dr. N. Conger, Director; C. K. Reiff, Department Head.

PENNSYLVANIA

DUQUESNE UNIVERSITY, Pittsburgh. June 21 to August 7. A. Lester Pierce, Director; A. B. Wright, Department Head.

IMMACULATE COLLEGE, Immaculata. June 14 to September 4. Rev. F. J. Furey, Director; Sister M. Grace Madeleine, Department Head.

UNIVERSITY OF PITTSBURGH, Pittsburgh. June 28 to August 6. F. W. Schockley, Director; D. D. Lessenberry, Department Head.

RHODE ISLAND

BRYANT COLLEGE, Providence. June 23 to August 4. John L. Allan, Director.

TENNESSEE

STATE TEACHERS COLLEGE, Murfreesboro. Two terms: June 1 to July 10; July 11 to August 20. W. M. Smith, President.

TEXAS

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Three terms: June 1 to July 12; July 12 to August 20; July 12 to September 10. Dean J. M. Gordon, Director; Lucile Robinson, Department Head.

THE UNIVERSITY OF TEXAS, Austin. Two terms: June 1 to July 3; July 3 to August 28. Dr. Homer P. Rainey, President; Florence Stullken, Department Head.

CANADA

ALBERTA

UNIVERSITY OF ALBERTA, Edmonton. July 2 to August 6. Dr. Goldwin S. Lord, Director.

WESTERN CANADA HIGH SCHOOL, Calgary. July 2 to August 6. Gerald F. Manning, Director.

SASKATCHEWAN

UNIVERSITY OF SASKATCHEWAN, Saskatoon. Acting-President W. P. Thompson, Director.

On the Lookout

ARCHIBALD ALAN BOWLE

53 A streamlined, pendulum-type postal scale that automatically weighs and indicates exact postage for all classes of mail has been developed by National Postal Meter Company. A chart of the inverted-fan type shows figures in wide, easy-to-read graduations. I don't know whether you can get this useful scale just now, but keep it in mind. The scale is made in two capacities, 20 ounces and three pounds.

54 A plastic identification card holder has been developed from transparent cellulose acetate by Penn Metal Corporation in order to conserve metals. It can be affixed to shelving, lockers, or doors to provide a transparent, protective, and practically indestructible covering for label cards. The card space is $3\frac{1}{8}$ inches by 1 inch.

55 The Speed-Mo Fountain Brush, made by Rivet-Q Manufacturing Company for cleaning typewriters, adding machines, check writers, and other gadgets, is a brush with a hollow handle attached to a bottle of cleaning fluid. An automatic self-closing valve controls the flow of fluid in the handle and prevents evaporation of the fluid when it is not in use. The liquid dries instantly and is noninflammable. The outfit comes in a handy box with an

A. A. Bowle
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below:

53, 54, 55, 56, 57, 58, 59, 60

Name

Address

extra bottle of the cleaning fluid, and an interchangeable white brush is available for cleaning clothing.

56 Canode is a new water-soluble stencil-duplicating ink. Stencils may be cleaned with water after use with this ink. The manufacturers say that Canode ink does not dry out on exposure to air, that it will stay in satisfactory condition in the ink pad regardless of the length of time between runs, that it will stand on the machine for a long time without dripping through the stencil onto the roller, and that it is nonoffsetting and fast-drying on paper.

57 Hub Nonfilling Typewriter Ribbons are made by F. S. Webster Company, which makes the well-known Micrometric Carbon Paper. A nonfilling ribbon, by the way, is one that does not fill up your type and make all the letters look like blobs of ink. I'm told that it has something to do with the animal fats and oils that are or are not in the ribbon, and that vegetable oil is better. Maybe this explanation isn't good, but Webster ribbons are.

58 Ditto speeds school work just as it speeds war work, by giving you multiple copies of lectures, charts, study outlines, diagrams, and bulletins, rapidly and at low cost. Ditto announces that a few Ditto Gelatine machines, R5 Rotary, the Portable and the Filmograph, are available while their present stock lasts.

59 SealTonic, added to the water in gummed-tape dispensing machines, makes the gummed tape adhere more quickly because it moistens the gum faster than water alone. The cost of this glue helper is less than half a cent for each thousand feet of sealing tape used. It is made by Seal, Inc.

60 The stenographic and clerical chairs made by Royal Easy Chair Company have an attractive feature in their height adjustment, which is accomplished by elevating the chair seat higher than the user requires, sitting on it, and then lowering the seat by operating the control in the base of the chair.

Supplementary Reading For Typing Classes

TIME and time again I have suggested to my typewriting and shorthand classes books that are helpful to pupils taking a business course. Time and time again I have handed out lists of books that I think are excellent for office etiquette and office procedure. And time and time again I have checked in the school library only to find that these books had never been used by any pupil the whole year.

I knew that these books contained valuable information, especially now that we are rushing our work in order to meet the demands of defense projects. And I knew that if I could once get my pupils sufficiently interested in reading the books, they would be immensely attracted to them. But how to begin?

I suggested that if they would read these books they could present them as book reports, or use them as sources for themes, and thus kill two birds with one stone. They didn't seem to be impressed with this idea.

This year I was determined that each member of my classes should read a few of these excellent books, so I compiled this short list, which I put on the bulletin board.

Conversation Please, Loren Carroll
The Girl With a Pay Check, Frances Maule
The New Book of Etiquette, Eichler
The Girl and Her Job, Brooks
Careers Ahead, Cottler and Brecht

In class I explained that each chapter of three books must be read and outlined in the library. As some of the books were new to us, they could not be taken out. I arranged with the librarian to have the books placed on the table assigned so that the pupils would lose no time in looking for the books at the beginning of the period.

I told my pupils that a chapter would take about twenty minutes at the most to read and the outlining would take only a few minutes. They were allowed three days in which to get the reading, outlining, and typing done. It was further arranged that not more than six pupils would be in the library at the same time on this assignment. I did not want the overflow of my classes to disrupt the schedule of other classes.

A pupil could type his chapter in class after

the regular assignment, at home, during a free period, or after school.

I was able to keep three books going at the same time. All chapters were turned in at the dead line I had set.

When a pupil finished reading a chapter, he passed the book on to someone else, in a planned rotation. In this way, each pupil was able to read and type outlines of all the chapters of three books. These outlines he filed under his name in a cabinet. It took two terms for this class of about forty members to read the books.

The plan stimulated interest and enthusiasm. The class eagerly waited for me to compile another book list.

The plan has been beneficial, and it is a change from regular routine assignments. I have been informed by English teachers that some of the pupils have offered these books as reports and as themes.

As I have been well pleased with the results of this plan, I am passing it along to others who might like to use it.—*Mary Angela Kelly, Instructor in Stenographic Subjects, East Senior High School, Pawtucket, Rhode Island.*

BECAUSE MANY WORDS have an entirely different meaning when they are hyphenated, Mrs. Blanche Stickney posts a list of such words in her shorthand classroom at Bryant College, Rhode Island. A portion of the list is as follows:

really.....re-ally	represent... re-present
recede.....re-cede	research.... re-search
recite.....re-cite	reserve..... re-serve
recoil.....re-coil	resign..... re-sign
recollect.....re-collect	resolve..... re-solve
recommend...re-commend	resound.... re-sound
recover.....re-cover	resort..... re-sort
redress.....re-dress	restrain.... re-strain
release.....re-lease	retreat..... re-treat
remark.....re-mark	retrench.... re-trench
repose.....re-pose	return..... re-turn

Answer to business-law question on page 542

No. Many states permit pawnbrokers and personal-loan companies to charge an interest rate higher than the legal rate. (*American Business Law*, R. Robert Rosenberg.)

TWO NEW DELTA PI EPSILON PUBLICATIONS

Business Education Index, 1942

Bibliography of Research Studies in Business Education, 1920-1940

Business Education Index, 1942

This Index contains author and subject entries for more than one thousand business-education articles, research problems, monographs, pamphlets, and scores of state and Federal bulletins published during 1942. Twenty-one business-education, and fifty general-education, publications containing articles about business education are included.

Of special value is a new section devoted to articles indexed under titles pertaining to business education and the war.

The Index has been prepared under the editorship of Lt. Eugene H. Hughes, formerly of Ball State Teachers College, Muncie, Indiana, and Mrs. Hughes. Other members of the editorial staff are Laila M. P. Kilchenstein, Grove City College, Grove City, Pennsylvania; Margaret O'Briant, University of Kansas; Lillian Rudeseal, Mary Baldwin College, Staunton, Virginia; and Ruth Gordon Batchelor, New York University School of Commerce.

This is the only index devoted exclusively to business education. It is a must for undergraduate and graduate students and administrative personnel in business education.

A limited number of copies of the two preceding volumes, for the years 1940 and 1941, are still obtainable. The price is the same for all volumes, \$1 net, postpaid.

Bibliography of Research Studies in Business Education—1920-1940

This Bibliography is an outstanding contribution by Delta Pi Epsilon to graduate research in business education.

The Bibliography was conceived by Dr. Herbert Tonne, of New York University, and compiled by Dr. M. Herbert Freeman, of Newark, New Jersey.

It contains, in one alphabetic listing, 1,148 studies—all the business-education dissertations that have been registered with the U. S. Office of Education during the twenty-year period, 1920-1940.

To make the Bibliography even more valuable to the researcher, the editor has included a detailed subject index of more than one thousand items. Anyone interested in typewriting research, for example, will find a listing of two hundred studies covering sixty-three subdivisions of this topic.

The studies completed at various institutions are listed in an Index of Institutions. Doctoral dissertations are marked with an asterisk, so that the candidate for a doctorate can concentrate on theses of interest to him.

Each entry includes the following data: name of author, title of thesis, degree granted, date on which thesis was completed, name of institution granting the degree, number of pages in thesis, bulletin year, and entry number.

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- ☐ Bibliography of Research Studies in Business Education 1920-1940 at \$1 a copy.

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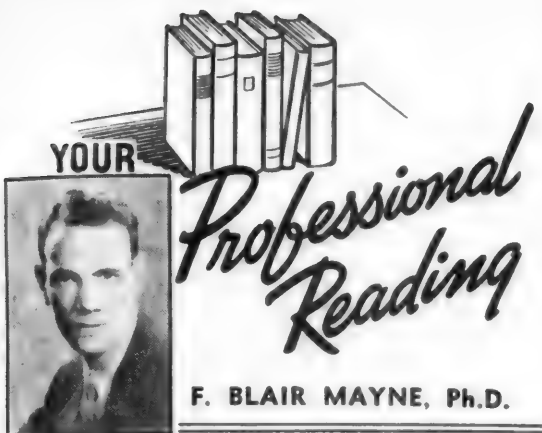
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Handbook for Studying Business Education

By Helen Reynolds. Bulletin No. 29, The National Association of Business Teacher-Training Institutions, 1943, 24 pages, 50 cents.

Much has been said lately about the necessity of evaluating education. This has been particularly true due to the necessity of reorganizing educational programs for wartime purposes. The need for evaluation applies not only to education in general but to specific areas as well.

The purpose of the *Handbook for Studying Business Education* is "to afford a convenient tool for conducting objective studies of business education." Dr. Reynolds has devised a series of check lists for this purpose. The check lists may be used by the teachers in the business-education department of a school to evaluate their own program, or the lists may be used for statewide studies.

Check lists were developed for each of the following ten areas: Philosophy, pupil population, pupil activities, guidance, curriculum, teaching staff, administration and supervision, library, plant, and equipment.

Dr. Reynolds has made an important contribution to business education in an area that has been more or less neglected up to the present time.

The Use of Test Results in Diagnosis and Instruction in the Tool Subjects

By Arthur E. Traxler. Educational Records Bulletin No. 18 (Revised), Educational Records Bureau, 437 West 59 Street, New York, 1942, vii + 80 pages, \$1 postpaid.

"Most persons agree that the major purpose of aptitude and achievement testing is to increase the efficiency of schools in the guidance and instruction of pupils."

This is the first sentence in the book; and no one could contradict it. The skeptical reviewer is inclined to ask how many teachers act as if they agreed with this statement.

Apparently, the author shares the reviewer's skepticism to some extent, because on page 4 he says:

"It should be noted that there is a distinction between the use of test results as aids to instruction and the use of the tests themselves as goals of instruction."

Then on page 6 comes this gem: "Test results are valuable in the degree to which constructive use is made of them in securing improved educational adjustment. They are useful only if someone does some thinking about them. . . ."

Why should a reviewer attempt to make comments on a brochure full of nuggets of wisdom like this? He shouldn't, and he will try hard to let the author do the talking. Read and ponder this one from page 22:

"In a very real sense, it is true, though a pupil's needs and difficulties may be couched in exceedingly vague terms in the teacher's mind, the needs and difficulties are not in themselves vague, but are, on the contrary, extremely definite and specific. In fact, it is the very specificity and minuteness of the needs that make effective diagnostic and remedial work tedious and oftentimes baffling. It is easy to discover that there is a defect of some sort in a pupil's learning and to deliver 'broadside' of remedial treatment. It is hard to get down to detailed difficulties and to 'sharpshoot' at these specific difficulties. But the 'sharpshooting' technique, if it can be mastered, brings much better results."

Most of the discussion in the book is about elementary school work in the Three R's. Many of the discoveries that have been made in the field of elementary education, however, apply equally well to our shorthand and typewriting work. On page 27, for example, we find the following remedial treatment for stammering and stuttering:

"Train child in general bodily relaxation; have him form habit of starting to speak when he is ready and knows just what he wants to say; get other children in group to ignore defect and treat him as if he spoke normally; stutterer should *act more and think less about himself*."

When you teach shorthand, are you careful to see that the pupils are relaxed at all times, that they know what they are to write before they start to write it, that if the pupil makes an error neither you nor the pupils take notice of it, that the pupils act more and think less about themselves—that is, write more shorthand and think less about their own shorthand difficulties? There is a strong similarity between writing difficulty in shorthand and speech difficulty in English. The effective treatment for one is the effective treatment for the other—whether as a matter of prevention or of cure.

Are shorthand teachers taking full advantage of the centuries of knowledge about longhand writing? We find on page 32 the suggestion:

"In handwriting, however, if the total performance results in thoroughly legible writing, minor defects may be of little importance and they do not necessarily require remedial attention."

Are there any shorthand teachers who are still wasting time giving remedial attention to minor defects in "thoroughly legible" shorthand?

Forty pages of the book are devoted to an annotated bibliography that will be a blessing to research students in college.—L. A. L.

BIBLIOGRAPHY ON

The Teaching of Business Writing

THIS is the final installment of a bibliography on the teaching of business letter and report writing compiled for the American Business Writing Association by a committee composed of the following A.B.W.A. members: Chairman, Peter T. Ward, Columbia University; Mrs. E. M. Shirley, Baylor University; Miss Loyce Adams, Hardin-Simmons University; Miss Dorothy M. Johnson, THE BUSINESS EDUCATION WORLD.

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New Officers of E.C.T.A.

President: Dr. D. D. Lessenberry, Director, Courses in Commercial Education, University of Pittsburgh.

First Vice-President: Miss Clare M. Betz, First Assistant, Bayside (New York) High School, Queens, New York.

New Executive Board Members: Sanford Fisher, The Fisher School, Boston; Dr. J. Frank Dame, Supervisor of Business Education, Washington, D. C., Public Schools.

A complete report will appear in the June issue. The 1944 meeting place will be the Benjamin Franklin Hotel, Philadelphia. Dates: April 6-8, 1944.

A NEW SCRIPT, entitled "Poor Mr. Hill!" suitable for either radio or assembly-program production, has been added to the list available to teachers from the Gregg Publishing Company. In this humorous script by Dorothy M. Johnson, business students prove to "poor Mr. Hill" that they are trained for immediate useful service.

Shorthand Practice Material



THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

See and Hear for the FBI

By LAURENCE J. HAWKINS
From the "Woman," as condensed from the
"Cleveland Plain Dealer"

EVERY day the Federal Bureau of Investigation receives hundreds of complaints about persons of²⁰ doubtful loyalty to the United States. Someone writes that a man in his cups in a beer parlor rashly⁴⁰ exhibited a swastika; another citizen reports strange flashes of light in a war plant; a woman writes⁶⁰ that her German neighbor said "Hitler will show them!" Dozens of informants say "so-and-so talks like a Nazi," and⁸⁰ every mail is bound to bring reports of someone taking pictures.

Ordinary citizens are the eyes and¹⁰⁰ ears of the FBI.

The majority of complaints may not justify immediate investigation,¹²⁰ but none are discarded. Each is first checked against a huge cross-reference file to see whether any previous¹⁴⁰ information has come in on the subject. If there is nothing sufficiently damning, the complaint is put away¹⁶⁰ for possible future reference in what the FBI calls its "zero file."

One person alone might be¹⁸⁰ mistaken in his judgment as to the dangerous character of an individual. But suppose another²⁰⁰ informant makes a complaint about the same individual two weeks later, and in another week a²²⁰ third complaint is made. Each tends to confirm the others, but perhaps all three together are still too vague and general²⁴⁰ to warrant an investigation. Now, let us say, a fourth person reports that this individual has²⁶⁰ been seen loitering around a vital war plant where he has no ostensible business. This would be pertinent²⁸⁰ information, and the three previous complaints in the "zero file" immediately become significant.³⁰⁰

Thus the "zero file" prepares the ground for investigations. Into it pour all the tips volunteered by citizens,³²⁰ and there they remain in what may be termed a dormant stage until some bit of further information about³⁴⁰ that suspect is transferred to the active investigation file.

The slow accretion of evidence volunteered³⁶⁰ by citizens and indexed in a businesslike file is a long way from the romantic public conception of³⁸⁰ an FBI agent as a sort of radio Thin Man making uncanny deductions and rushing into⁴⁰⁰ saboteurs' hideouts with smoking gun. Agents are ready enough to shoot it out with desperate suspects, but few⁴²⁰ enemy aliens are foolish enough to start shooting.

Cases usually develop not from a single⁴⁴⁰ com-

plaint but from an accumulation of complaints. Information filed a year ago about certain⁴⁶⁰ individuals may suddenly become pertinent in the light of new information received today about the⁴⁸⁰ same individuals.

Photographers and pigeons are the most frequent subjects of reports. A separate "pigeon"⁵⁰⁰ file" is maintained in which all registered pigeons and their owners are filed, and banded pigeons reported as⁵²⁰ "suspicious" are checked against this list.

In asking citizens to report suspicious actions, the FBI doesn't⁵⁴⁰ want to start a big witch hunt and bring suffering to innocent folk. Too many people seem to think that a⁵⁶⁰ foreign name or foreign birth is a clue to espionage or sabotage. Many aliens left their native lands⁵⁸⁰ because they hate the present goose-stepping regimes. They have been loyal to our ideals and probably many⁶⁰⁰ of them are hunting scrap metals and buying War Bonds with more enthusiasm than some Mayflower bluebloods. You⁶²⁰ must report something more than a foreign accent to convince the FBI that an individual is⁶⁴⁰ potentially dangerous.

Here, for example, is an actual case from the FBI files. A man whom we will⁶⁶⁰ call Mr. A appeared at the FBI headquarters in a Mid-West city one morning and told an agent⁶⁸⁰ that a certain Mr. X made un-American statements.

"I never met the man myself," explained Mr. A,⁷⁰⁰ "but my friend, Mr. B, was telling me about him."

This "somebody told me" has a familiar ring to agents⁷²⁰ dealing with such complaints. However, Mr. B, who in this case was president of an automobile agency⁷⁴⁰ and presumably a man of sound judgment, was questioned.

"What makes you think X may be dangerous to the country?"⁷⁶⁰ the FBI agent asked.

"He is an Italian and not naturalized," said Mr. B, "and he used to⁷⁸⁰ be one of my salesmen. He was always telling the boys in the garage about what a wonderful guy Mussolini⁸⁰⁰ was, and how the Italian government was the best on earth. Several years ago he went back to⁸²⁰ Italy and he said he served in the Italian Army during the Ethiopian war."

"When did he leave you?"⁸⁴⁰

"That's a funny thing," said Mr. B. "It was back there just before the government closed all the auto plants and people⁸⁶⁰ were buying cars right and left. Salesmen were making lots of money then. X quit to take a job at . . . where I knew⁸⁸⁰ he wouldn't make as much as he was with me. I tried to get him to stay, but he wouldn't."

That was enough for the⁹⁰⁰ FBI. A pro-Fascist, ex-Italian soldier who quit a good job to take a worse one in a vital war⁹²⁰ plant was clearly a sus-

picious character. Half a dozen agents were put on the case digging up every¹⁰⁰ scrap of information they could get about him.

They found he was born in Italy in 1914,¹⁰⁰ entered America in 1932 and became a derivative citizen through his¹⁰⁰ naturalized father. He loudly proclaimed the greatness of Fascism, and in 1935 returned¹⁰⁰ to Italy, joined the Italian Army during the Ethiopian campaign and served in its intelligence¹⁰⁰ division, of all places. He re-entered the United States on an Italian quota visa in¹⁰⁰ 1937, a year when Italy wasn't letting soldiers go easily. He registered as¹⁰⁰ an American citizen and voter, although he knew he had lost his citizenship by service in the¹⁰⁰ Italian Army. From that time until Pearl Harbor he openly espoused Fascism, showed Italian movies,¹⁰⁰ distributed pro-Fascist literature.

He was arrested, had a hearing before the Alien Enemy¹⁰⁰ Hearing Board, and was ordered detained for the duration. The amusing thing was that after all this he had the¹⁰⁰ brass to write J. Edgar Hoover and apply for a position as an FBI agent, because he thought that¹⁰⁰ "due to my education and experience I should be able to serve America better." His letter¹⁰⁰ did not fool G-man Hoover. The FBI suspected that X was still a paid Italian Army intelligence¹⁰⁰ officer, and that if Mr. A and Mr. B had not been so suspicious he might have carried out an¹⁰⁰ espionage mission.

Citizens who suspect something potentially dangerous to the country or community¹⁰⁰ are advised to tell it to the FBI and no one else. Stories passed from mouth to mouth grow in an¹⁰⁰ amazing fashion, for each one who tells it is attempting to impress his listener.

One method of warfare which¹⁰⁰ the Axis has found most effective consists in circulating wild rumors to create hysteria among¹⁰⁰ the civilian population. Unnecessary gossip by citizens not only may furnish valuable¹⁰⁰ information to the enemy but may also promote the very hysteria which our enemies¹⁰⁰ like so much to see. (1344)

Mileage Hints

By J. F. WINCHESTER

THIS YEAR'S MOTORISTS will not be able to satisfy a common Spring urge—to get in the car and go. But it¹⁰⁰ is a good time to take a look at the car that must last us longer than any other car we have ever had.¹⁰⁰ It is, in a word, lubrication time and nut-and-bolt-tightening time.

Springtime brings to some of us, as well, the¹⁰⁰ urge to rise and shine. It is a tonic to both car and driver—gives the one longer life and pleasure to the other.¹⁰⁰

A simple start on the motorist's Spring cleaning is to brush or vacuum the upholstery and the floor.¹⁰⁰ Many motorists take cushions completely out of the car and let the sun and wind freshen them up for an hour¹⁰⁰ or so. Then a stiff stream of water is directed under the fenders. Wheels, tires, and running-boards should be washed with¹⁰⁰ a brush or sponge and soapy water, and then rinsed thoroughly with clear water.

Then, using either a bucket or¹⁰⁰ a low-pressure stream, the entire body and top of the car is thoroughly wet or soaked. This loosens the dirt and¹⁰⁰ makes it easy to remove without scratching the surface. High-pressure streams, on the contrary, have a tendency¹⁰⁰ to drive particles of sand, grit, and

dirt across highly polished surfaces and scratch them. The vehicle can then¹⁰⁰ be put into the shade and thoroughly dried with a chamois. (231)—Esso Marketers

Pen Scratches

By BERNARD G. AXELMAN

PART II

(Concluded from the April issue)

"STALLING for time, eh?" he snarled, "What do¹⁰⁰ you want, a pen studded with diamonds? That's an idea. Maybe I will buy me one when I get some of your¹⁰⁰ old man's dough. Come on, now, write and write fast—or else!" he commanded

With seeming reluctance, Esther turned the paper¹⁰⁰ over and wrote from her abductor's dictation. The note read something like this:

"Dear Dad: If you want to see me alive¹⁰⁰ again, put twenty-thousand dollars in small, unmarked bills in a shoebox, and drop it from a moving automobile,¹⁰⁰ at the Hillford Junction signpost on route 141, at ten p.m. tomorrow night. Money¹⁰⁰ will be picked up and I will be released and returned home two hours later.

"Don't notify police—or else!—Esther."¹⁰⁰

When the note was finished, one of the men was quickly dispatched with the admonition "to make sure Judson gets the¹⁰⁰ note, and don't be seen delivering it." With that done, the other three made themselves more or less comfortable, with¹⁰⁰ the exception of poor Esther, who looked forward with not a little fear to spending the next twenty-four hours in¹⁰⁰ the company of her hide-and-seek playmates.

Time passed slowly for Esther. Her hands were again tied behind her, and¹⁰⁰ her lips were again sealed with tape so that she could not make an outcry, although the nearest house was quite a distance¹⁰⁰ from the shack. Time passed slowly, also, for her kidnappers, who were getting fidgety sitting around waiting for¹⁰⁰ Pinky's return.

"I'm getting sleepy," yawned one. "How about hitting the hay, Joe?"

"Hold your horses," Joe yelled back, "wait till¹⁰⁰ Pinky gets back from delivering the note. Then we'll see about some sleep."

Just then the hum of a distant motor¹⁰⁰ came to their ears.

The men now eagerly perked up. The oncoming car no doubt contained their messenger, who, with a¹⁰⁰ glib explanation would relate how easily and unobserved he delivered the note which was soon to bring¹⁰⁰ overflowing riches to the gang.

"Must be Pinky. Hope everything is okeh so far. Tomorrow at this time¹⁰⁰ we'll be sitting pretty, with a pile of dough in our jeans," said Joe.

In another moment the roar of the motor¹⁰⁰ became louder. Then, in a flash, not only one, but two big cars pulled up to the shack.

Six stalwart men, each brandishing¹⁰⁰ a revolver, burst in through the door, and with a sharp order to "get 'em up!" the three "would-be" extortionists,¹⁰⁰ dazed with the suddenness of the turn of events, were not too gently thrust into one of the cars—manacled and¹⁰⁰ herded together, with the law efficiently covering them from the rear.

The heads of the bewildered desperados¹⁰⁰ drooped with despair while Henry Judson affectionately clasped his daughter in his arms and a proud look flooded¹⁰⁰ his features.

"Say, Mr. Judson," called out the leader of the

kidnappers, "Pinky didn't get caught delivering¹²⁹⁰ the note, did he? That guy is as slippery as an eel. I can't imagine him gettin' caught. And he wouldn't¹²⁹⁰ squeal—not on his life!"

"He got caught, all right," said the big executive. "I was in my study, at home, when your friend¹²⁹⁰ Pinky, if that's his name, threw a rock, to which the note was attached, through the window, and then ran pell-mell into the¹²⁹⁰ hands of my chauffeur who happened to be near the gate at the time.

"I will say this about Pinky, though," he continued,¹²⁹⁰ "no matter how my chauffeur and I third-degreed him—he didn't squeal."

"Then," said the manacled, disgruntled¹²⁹⁰ prisoner, "how did you find out where the hideout was? I can't figure that out."

"Well," answered Mr. Judson, "since you didn't¹²⁹⁰ mistreat my daughter, I'll tell you. It was just a few pen scratches on the back of the note. It read, 'In shack mile¹²⁹⁰ from drawbridge.' But you can't read pen scratches, can you?"

And turning to his happily grinning daughter, he said, "Shorthand¹²⁹⁰ comes in mighty handy sometimes, doesn't it?" (1448)

(The End)

Sentences on Vocabulary Words of Chapter XII

By HENRIETTE BONN

A THROUGH C:

I will assist the attorney in preparing the abstract.

The accompanying affidavit was made by the²⁰ architect whose automobile was damaged.

The bookkeeper was afraid an error had been made in the books of¹⁰ the American Furniture Corporation.

His authoritative statements attracted the attention of⁹⁰ the members of Congress.

The Civil Service Commission has just concluded an examination for reporters.⁸⁰

The clerk made himself conspicuous by starting a disagreeable argument.

The American¹⁰⁰ Constitution merits the approval of every citizen.

I bought this Christmas gift at a curious little¹²⁰ shop on the Atlantic Coast.

Attach your photograph to your letter of application.

The corporation¹⁴⁰ declared itself bankrupt and thus avoided paying the tax.

He lifted the crate with comparative ease.

Because¹⁰⁰ of his misdeed, he had to suffer the consequent punishment.

This bridge will connect the two counties, and the⁹⁰ architect is sure it will attract much traffic.

The ability to carry on an interesting conversation²⁰⁰ can be cultivated.

Give this coupon, accompanied by a ten-cent piece, to the clerk.

Under his²⁰⁰ administration, commerce almost came to a standstill.

The crop was small as compared with other years.

The accommodations²⁰⁰ by train to the Atlantic Coast are excellent.

The architect won the approval of the citizens by²⁰⁰ his conspicuously beautiful designs.

At the conclusion of his speech, the attorney left the meeting.

That²⁰⁰ automobile accident was a consequence of reckless driving.

THROUGH F:

The team won the match by default.

The defendant²⁰⁰ was disappointed when the attorney failed to fulfill his promise.

The conversation ended in a²⁰⁰ disagreement.

He was a Democrat, a staunch believer in Jeffersonian principles.

He would not discuss³⁰⁰ the doctrine or say anything which might lead to a disagreement.

You must emphasize your point more clearly.

The³⁰⁰ estate entitled him to a huge fortune.

The English people work with a good deal of energy.

The clerk tried³⁰⁰ to deceive his employer.

That is a curious form of exercise.

Can you distinguish any familiar⁴⁰⁰ faces in the crowd?

That coupon entitles you to a refund on the freight bill.

He was at fault in failing to²⁰⁰ fulfill his duties as an American citizen.

If you will designate the place on this map, I will attempt⁴⁰⁰ to locate the estate on my next trip through that neighborhood.

Do not disturb me when I am executing⁴⁰⁰ my morning exercises.

This doctrine emphasizes the idea of equal rights.

It was a distinct⁴⁰⁰ disappointment to me not to see any familiar faces at the meeting.

Exchange this jacket for a larger⁵⁰⁰ one.

THROUGH L:

The Federal Bureau of Investigation will look into the matter.

The jury will investigate²⁰⁰ the defendant's statements.

The legislator found this book an indispensable aid in preparing the talk he⁴⁰⁰ had to make before Congress.

The junior partner fulfilled his duties well.

The American Institute has been⁵⁰⁰ made the headquarters for the convention.

Her husband is the junior partner in that company.

Independence⁵⁰⁰ Day is a holiday for all American citizens.

The new Congress has many issues to legislate.⁶⁰⁰

The legislature will inaugurate several new measures during this session.

This new legislation will⁶⁰⁰ require all citizens to exercise great care in the use of their automobiles.

She and her husband picked a⁶⁰⁰ glorious day to take a trip.

Inasmuch as we are entitled to independent action in this matter,⁶⁰⁰ I shall go ahead with the plans in my own way.

"God Bless America" was sung at the conclusion of the program.⁶⁰⁰

The legislative committee had its headquarters at the American Hotel.

The man and his son were⁷⁰⁰ likewise honored for their contributions to science.

She could not locate her husband in the jury box.

Americans⁷⁰⁰ must give up many luxuries in the difficult days ahead.

That article has little literary⁷⁰⁰ value and is not worth discussing.

Have you ever taken a course in American literature?

THROUGH P:

It⁷⁰⁰ is a misdemeanor for drivers of commercial vehicles to use this road.

The defendant's negligence was⁷⁰⁰ a subject for litigation.

The two companies were planning to negotiate a merger.

The insurance⁷⁰⁰ premium for fire protection is high.

The publication was prepared by the pupils and contains many items⁸⁰⁰ of literary value.

He was a passenger on the Pacific Coast Railway.

I observed that he carried⁸⁰⁰ two parcels.

The driver of the coal truck was instructed not to obstruct the roadway.

It was obvious that⁸⁰⁰ the pupil could make no practical application of the principles he had been taught.

In all probability⁸⁰⁰ the plaintiff will demand that his attorney prosecute immediately in order to regain his⁸⁰⁰ property.

Do not become negligent in the prompt payment of your premiums.

The messenger neglected to leave⁸⁰⁰ the parcel which contained the patterns necessary for continuing the work.

The merchants had done all they could⁸⁰⁰ to push the sale of novelty jewelry that was in stock.

A mortgage on that property will bring in the needed⁸⁰⁰ money.

He is occupied in the manufacture of a practical device which will, in all probability,⁸⁰⁰ net him a fortune.

The "Independent American" is a new publication which gives impartial¹⁰⁰⁰ views on problems of the day.

Pupils should always be punctual in arriving at their classes.

Patrons are always¹⁰⁰⁰ pleased with the accommodations provided on Central's deluxe passenger trains.

Upon investigation,¹⁰⁰⁰ we found that the patterns were lost through negligence on the part of the messenger.

He was persecuted by his¹⁰⁰⁰ creditors.

It is good practice to read one book a month.

THROUGH W:

The remainder of the pupils will qualify for their¹⁰⁰⁰ certificates soon.

The salesman said this product was becoming scarce and a substitute would soon be manufactured.¹¹⁰⁰

We met with unavoidable delays in the publication of this text.

Please specify the number of¹¹⁰⁰ items you desire. Because of his good work, he was worthy of his subsequent reward.

This new substitute won¹¹⁰⁰ universal favor because of its many practical features.

The secretary took notes on the testimony¹¹⁰⁰ presented to the jury.

The verdict in the case was received in silence by the defendant, the wife¹¹⁰⁰ of a man prominent in society.

Make your testimonial brief, but specific, and be sure your¹²⁰⁰ signature is on it.

My resignation from office was accepted by the Wholesale Dealers' Association.¹²⁰⁰

You have my vote of sympathy on your failure to find a secretary to succeed Miss Gray.

Good secretaries¹³⁰⁰ are scarce, and her resignation at this time is unfortunate.

A large variety of articles is¹²⁰⁰ manufactured by our company, and our new warehouse will be occupied soon.

A significant silence followed¹²⁰⁰ his startling testimony in behalf of the plaintiff.

The verdict was in favor of the defendant, a¹²⁰⁰ salesman for a large manufacturing company on the Pacific Coast.

Miss Smith succeeds Miss Gray as secretary¹²⁰⁰ for the American Wholesale Association. (1331)

Special-Form Review Letters—IX

By JANE H. O'NEILL, A. B.

(Practice the forms for the following words before drilling on the letters given.)

prosecute, publication, punctual, pupil, push, qualify, remainder, resignation, salesman, scarce, secretary, signature, significant-significance, silence, specify, specific.

Dear Mr. James:

Have you heard that the star salesman at Blank, Inc., is likely to be prosecuted²⁰ for sedition? We ourselves feel certain he is anything but un-American, but there is no silencing⁴⁰ the rumors about him, and because of the significance of the reports, the firm has had to ask for his⁹⁰ resignation.

They must be sorry to lose this boy, for good salesmen are scarce in this vicinity. He seemed well⁹⁰ qualified for his job, was always punctual, could carry out specific orders, and had a good deal of push. He¹⁰⁰ might have been reclassified 1-A, but they had hoped to keep him for the remainder of the year, at least.

They got¹¹⁰ his signature to the resignation, and he will leave in a day or two.

Very truly yours, (137)

Dear Mrs. Grant:

I am glad to hear that your salesman has been successful in selling the house on Ninth Street. If you²⁰ will have your secretary call and specify the time you will be in, I shall be glad to turn the key over⁴⁰ to you.

Yours truly, (44)

Dear Mrs. Morris:

It is the desire of the administration that pupils be punctual for school. In looking²⁰ over Roy's report card, I note that he was tardy six times last month. This is not a good practice to get into,⁴⁰ and he cannot qualify for his certificate if this keeps up.

I have spoken to him about it and⁶⁰ he admits that there is no excuse for his being late.

Will you urge him to be more prompt?

Very truly yours, (79)

Dear Sir:

Mr. Johnson has sent in his resignation, although he is qualified to teach the remainder of⁹⁰ the year.

The staff and the pupils sincerely regret his leaving, and wish him the greatest success in his new work.⁴⁰

Yours very truly, (44)

To the Business Student:

There is a book in your school library a copy of which you should have for your own before³⁰ you go into the business world. This publication specifies the particular knowledges and skills⁴⁰ necessary for success in the secretarial field, and aids one in qualifying for the duties entailed⁶⁰ in such work. The book shows the importance of being punctual. It will tell when silence can be used as a⁸⁰ significant weapon. Briefly, it gives valuable help in becoming an efficient secretary.

Your¹⁰⁰ signature on the enclosed order blank will bring you a copy.

Cordially yours, (114)

Dear Sir:

As requested by your secretary, I am writing to report that the prosecuting attorney²⁰ silenced the ticket salesman by signifying that the false order had his signature attached to it. There was⁴⁰ scarcely any objection to the statement, and the remainder of the court session was devoted to specifying⁶⁰ how much money the Pacific Railroad Company was entitled to.

Yours truly, (76)

Gentlemen:

I read in one of your publications that to be a good secretary one must be punctual²⁰ at all times. It also specified that to be a good salesman a person should have learned how to meet and deal with⁴⁰ the public.

I was not able to finish the remainder of the article, but I particularly noticed⁶⁰ that the signature was that of a well-known businessman in the city. This fact alone strengthens the points⁸⁰ illustrated. More literature of this type would help every young pupil in school.

Yours very truly, (99)

Dear Sir:

I would like to exchange my old English books for your new texts.

In our county the Board of Education²⁰ requests that all teachers use this book, and specific emphasis is placed upon the business English section. I⁴⁰ have been informed that your present supply is nearly exhausted and that these books are scarce everywhere in the⁶⁰ city.

I am afraid I have been silent too long. I should have been more punctual; however, if you have as⁸⁰ many as 120 copies, I shall have my secretary contact your salesman and specify the¹⁰⁰ exact number to be delivered. My signature will confirm this request.

Yours truly, (116)

Iron and Steel Scrap

Prepared by the Business Press Industrial Scrap Committee, New York, N. Y.

Q. In the war of twenty-five years ago, householders and farmers were not called upon for iron and steel scrap. Why²⁰ is it necessary now?

A. Because this is a war of machines—not only

of guns and ammunition, but also⁴⁰ of tanks, planes, trucks, jeeps, battleships, submarines, bombs, etc. Furthermore, it is being fought in far places,⁶⁰ and ships by the hundreds must be built to transport men and materials across the oceans. All these ships and⁸⁰ machines call for steel. In 1917, twenty-six million eight hundred thousand gross tons of scrap were¹⁰⁰ used; in 1942, fifty-four million four hundred forty-six thousand.

Q. But isn't steel made of¹²⁰ iron ore?

A. Steel is generally a combination of about fifty per cent pig iron and fifty per¹⁴⁰ cent scrap. In some mills, one hundred per cent scrap must be used. The use of scrap generally makes stronger, higher¹⁶⁰ quality steel.

Q. Where does scrap usually come from?

A. The steel mills themselves supply somewhat more than half the total—trimmings¹⁸⁰ from the ingots as they are rolled and fabricated into rods, plates, structural beams and rails; imperfect pieces,²⁰⁰ spoiled in the process of manufacture, etc. Railroads have always supplied great quantities of scrap,²²⁰ from the replacement of rails, work in repair shops, etc. Industry has also furnished great quantities²⁴⁰ from the manufacture of automobiles and other metal products; from operations in oil well drillings;²⁶⁰ from the wearing out of tools and machines. Considerable quantities have come, too, from the scrapping of old²⁸⁰ automobiles. And collections of junk from households and farms have always added significantly to the total.³⁰⁰

Q. Why can't I give the scrap I have directly to the Government instead of having it go through the junk dealer?³²⁰

A. Because the junk dealer is the only person who knows how to sort scrap into the many grades the mills demand.³⁴⁰ Because he is the only person who has facilities for preparing scrap in the way the steel mills must have³⁶⁰ it in order to use it efficiently. The Government has no such facilities.

Q. What facilities has³⁸⁰ the junk man got besides his broken down truck or his old horse and wagon?

A. The junk peddler, who travels up and down⁴⁰⁰ the streets crying, "Any old rags?" probably has no facilities at all. He is no more than a pick-up man,⁴²⁰ who buys from the householder and immediately resells to a big scrap yard that has full equipment.

Q. What kind⁴⁴⁰ of equipment?

A. Oxy-acetylene torches, with which heavy machines are cut up; big alligator shears, weighing⁴⁶⁰ a ton or more, which bite through that old iron bed you sold, or the wheel of a tractor, or a two-inch steel bar.⁴⁸⁰ Electric magnets and cranes, which easily pick up a truckload of scrap. Huge compresses, in which thin steel, like⁵⁰⁰ automobile bodies, stove pipe, metal pails, old license plates, bed springs, and the like, is baled in compact bundles the size⁵²⁰ of an orange crate, which ship more easily and also melt properly in the steel furnaces.

Q. Why is it⁵⁴⁰ necessary to cut up iron beds, machines, etc?

A. Because in the steel furnaces they can use pieces⁵⁶⁰ not more than five feet long and eighteen inches wide. In electric furnaces, where high-grade steel for tanks and jeeps is⁵⁸⁰ made, the pieces of scrap can be no larger than twelve inches square.

Q. What do you mean by grades of iron and steel?

A. There⁶⁰⁰ are some seventy-five different grades. The two principal types are cast iron, which breaks when you hit it with a⁶⁰⁰ hammer, and steel, which holds together. Steel will bend, or a hole may be cut in it, but it will not shatter. There are⁶⁴⁰ many grades of steel. A layman cannot expect to know them, but the junk dealer does.

Q. But the Government does sometimes⁶⁰⁰ take scrap directly?

A. Yes.

Q. When it is donated to the Army?

A. Yes, but in all such cases the accumulations⁶⁰⁰ of scrap are eventually delivered to junk dealers for preparation.

Q. Then isn't the junk dealer⁷⁰⁰ going to get rich in this war just as he is said to have made a fortune in the other war?

A. No, he will⁷²⁰ not get rich. Price ceilings have been set for all materials he sells. Considering his increased costs for labor,⁷⁴⁰ due to defense plant competition, he is not making excessive profits.

Q. Why are there jalopies remaining⁷⁰⁰ in auto graveyards?

A. Before the war, it took approximately one hundred fifty days for the average junk⁷⁰⁰ car to be processed into scrap metal. At the present time a jalopy is turned into scrap in less than forty⁸⁰⁰ days on a national over-all average, though WPB has asked for sixty days. Early last⁸²⁰ year there were estimated to be one million five hundred thousand jalopies in graveyards. By the end of last⁸⁴⁰ November, there were less than two hundred seventy-five thousand. In the meantime almost three million other⁸⁰⁰ jalopies have gone through the graveyards and have been turned into scrap. The fact is that it would be undesirable to⁸⁶⁰ close the auto graveyards, or there would be no means of handling cars that are currently being junked. Every one⁹⁰⁰ of the twenty thousand graveyards in the country is being called on regularly—and the Salvage Scrap Processors⁹²⁰ Branch has a card record on every one.

Q. Why, if the steel mills need scrap so desperately, do we have big⁹⁴⁰ piles of it in dealers' yards and on city collection lots?

A. It is being moved all the time, over two million⁹⁶⁰ tons a month. You seldom see piles today that you saw last week. They are constantly being added to and subtracted⁹⁸⁰ from. All dealers are under the closest supervision. The supervision requires, among other things, that¹⁰⁰⁰ scrap does not stagnate; that dealers purchase all unprepared scrap generated, and their inventories are confined¹⁰²⁰ to work in process. Hours worked per week have increased each month, and in a recent month, they shipped twice the tonnage they had¹⁰⁴⁰ in inventory at the beginning of the month. Big piles of scrap are highly desirable. When the junk has¹⁰⁶⁰ been dragged out of its hiding places in homes and businesses and on farms, it becomes a mine of metal to be¹⁰⁸⁰ drawn upon whenever the mills need raw material. It is insurance that the mills can be kept running at¹¹⁰⁰ capacity—we know that there is a tremendous supply of iron ore in the great Mesabi Range. We do¹¹²⁰ not dig it out and carry it to the mills immediately. Instead, we can draw upon it as needed. The¹¹⁴⁰ same thing is true of the iron and steel scrap piles over the country.

Q. Didn't this country sell a tremendous amount¹¹⁰⁰ of scrap to Japan in the years before the war?

A. Not so much as is generally believed. Government export¹¹⁸⁰ statistics show that in the ten years from 1930 to 1940, when all sales were¹²⁰⁰ stopped, the total amount of scrap shipped to Japan was between eight and ten million tons. That amount would be used by¹²²⁰ our steel mills, at present rate of consumption, in eight to ten weeks.

Q. When we finally run out of scrap what shall we¹²⁴⁰ do?

A. We're not likely to run out—ever. Scrap accumulates at a rapid rate. There is, of course, a daily¹²⁶⁰ production of scrap in most manufacturing processes. Obsolescence adds to the total—the motor car you¹²⁸⁰ drove a dozen years ago went to the scrap pile when it became too old-fashioned to sell. The flatiron many¹³⁰⁰ people used to use has long since been replaced by an electric iron. The wearing-out process is continuous¹³²⁰—railroad rails, machines in factories, last year's skid chains, the children's broken iron toys. Old iron bridges are¹³⁴⁰ abandoned—to become scrap. Street-car lines are replaced by busses—the tracks are scrap. If by some magic we could clean¹³⁶⁰ up all the scrap there is in the country today, we should have millions more tons at our disposal six months from now.¹³⁸⁰

Q. What should I do about it now?

A. Search your house, your farm, your business thoroughly. Throw into your scrap pile all items¹⁴⁰⁰ of metal, rubber, etc., that you have not used recently and do not plan to use in the immediate¹⁴²⁰ future.

Q. Will someone call for my accumulation and take it away?

A. Unless you have a great deal of it,¹⁴⁴⁰ or unless there is a scrap drive on, with trucks calling from house to house all over the city, we ask that you take¹⁴⁶⁰ it yourself to a scrap yard or to a collection depot established by the local salvage committee. With¹⁴⁸⁰ the present scarcity of labor, gas, tires, etc., every citizen is asked to help in this way.¹⁵⁰⁰ The fact is that transportation of scrap from its source to the scrap yard is today the most difficult problem in¹⁵²⁰ scrap collection. Many counties and communities have established "transportation sub-committees," calling upon¹⁵⁴⁰ local truck owners in various businesses and farm coöperative associations to assist¹⁵⁶⁰ in getting this job done. This is a recommended procedure. Other communities have established scrap stock¹⁵⁸⁰ piles, where collected ma-

SECRETARY-ASSISTANT WANTED

The office manager of the New York office of a prominent firm of Certified Public Accountants needs a capable secretary-assistant. To such a man, now in the teaching profession, who can meet the following requirements, this position offers a starting salary of \$3,000 and unusual opportunity for advancement.

As a secretary, he naturally should be a competent stenographer and be able to handle a mass of details.

As an assistant, he must possess tact, judgment, and the ability to get along well with others.

As a member of a growing organization, he must be willing to assume responsibility.

A general knowledge of accounting is necessary, and a college background is desirable.

If you have these qualifications, please write fully. Letters, which will be considered confidential, should include age, education, religion, experience, and details of draft status. Special emphasis should be given to the type of work you have done and your ability to assume increasing responsibilities. Although this position is open immediately, if we find the right man, the position will be held open for him until the close of the school year.

Address Box 443, The Business Education World

terial is held until dealers can process it and move it to the steel mills.

Q. Shall I¹⁰⁰ sell my scrap or give it away?

A. Whichever you prefer. Sell it and put the money into war stamps or bonds. Give¹⁰⁰ it to a community or charitable organization that will use the money for war purposes.⁶⁰ Just get your scrap into the scrap. It is the greatest opportunity for civilian participation in¹⁰⁰ the war. (1661)

• • •

"WHEN I am getting ready for an argument with a man, I spend one-third of my time thinking about myself⁵⁰ and what I am going to say," said Abraham Lincoln, when asked about his success in convincing people. (39)

Responsibility

EVERY adult in the United States, even every child that can walk and speak, can help in some way to²⁰ promote the war effort. The troops are only the fighting front of the army which is America. We are all¹⁰ enlisted—of necessity—in this war for freedom. In this battle, we can do no better than to recall⁶⁰ and to make our own resolve in the words of an American soldier, Martin Treptow, who fell at Chateau Thierry.²⁰ He wrote in his diary, "I will work; I will save; I will sacrifice; I will endure; I will fight cheerfully¹⁰⁰ and do my utmost; as if the whole struggle depended on me alone." (114). *Joseph C. Grew, in the "Woman"*

By Wits and Wags

OUTSIDE, the storm raged. The deafening thunder rolled and lightning flashed almost continuously. Presently a bolt²⁰ struck Mr. Allen and knocked him completely out of bed. He rose, yawned, rubbed his eyes, and said, "All right, dear; I'll get up." (40)

• • •

SCHOOL TEACHER: Johnny, can you tell me the difference between perseverance and obstinacy? Johnny: One is²⁰ a strong will and the other is a strong won't. (28)

• • •

THE BAZAAR was in full swing when a young man strolled round the stalls. His name was Jimmy Sutton. As he passed a tastefully²⁰ decorated stall, a pretty saleswoman asked him:

"Won't you buy a cigarette holder?"

"No, thanks, I don't smoke."⁶⁰

"Or a pen-wiper, worked by my own hands?"

"I don't write."

"Then have this nice box of chocolates."

"I don't eat candy."

"Sir,"²⁰ she said grimly, "Will you buy this box of soap?"

Jimmy paid up! (71)

• • •

A FLY was walking with her daughter on the head of a man who was very bald.

"How things change, my dear," she said.

"When²⁰ I was your age, this was only a foot-path." (28)

HE had taken pains, when he applied for work, to assure the farmer that he never got tired. When his new employer²⁰ went to the field where he had put the man at work, he found him lolling on his back under a tree.

"What does this⁴⁰ mean?" asked the farmer. "I thought you were a man who never got tired?"

"I don't," said the hired man, calmly. "This doesn't tire me." (60)

When He Returns

(May Junior O. G. A. Test)

Dear Marie:

When I reach home I am going to chastise a certain young lady for being so jealous. You need²⁰ have no fear about the girls we fellows in the Navy meet. We don't have time to meet them. We are on duty for⁶⁰ long hours and many days, and there is much work to do even after we put in to shore.

I cannot talk about⁶⁰ the work I am doing; but I can tell you some of the things a fellow thinks when he is watching for enemy²⁰ planes and subs during the long hours of the night. I believe I should like to write after I retire from this service.¹⁰⁰ This game does things like that to a man. See you soon.

Jack (109)

Education

(May O.G.A. Membership Test)

THAT grand word "education" has been so abused that its true meaning has been clouded to some extent. Many men²⁰ maintain that it means the acquisition of culture; others that it denotes the training of the mind; and others,⁴⁰ that it is the possession of knowledge and information to be used in the after life of the individual.⁶⁰

The literal meaning of the word is a "drawing out"; that is, the development of the intellectual,²⁰ moral, and physical faculties of man in order that he may, with the greatest efficiency, fulfill¹⁰⁰ his vocational destiny in life. This process is the means whereby man may develop the abilities²⁰ with which he has been endowed toward the great end of his training—the formation of character. (137)

—W. H. Hirschmann

May Transcription Practice

Dear Mr. Porter:

It is a matter of great concern to us that we have quoted you on several occasions²⁰ but so far we have been unsuccessful in filling an order for you.

Curiosity is sometimes a⁴⁰ bad thing—perhaps you remember the old Greek Fable of Pandora and how she satisfied her curiosity⁶⁰ by untying the golden knot on the carved chest—the Fable has it that all the troubles that now plague the world²⁰ were then released. Pandora would have done better to have kept her curiosity bottled up.

But we sincerely¹⁰⁰ believe real good would come of it if you would write us frankly about the quotations we have been making you.¹²⁰ We'd like to know how our prices compare with those you are now paying, and we'd be glad to send you samples of our¹⁴⁰ product if you wish.

Will you please let me know on the bottom of this letter, or on the other side, if that isn't¹⁶⁰

enough space? An addressed envelope is enclosed for your use in replying. Won't you take the time to write?

Most¹⁰⁰ sincerely, (182)

Dear Mr. Goldsmith:

"We pause for station identification." How many times have you heard this on your radio³⁰ and how often upon hearing this have you gotten up and changed the setting on your dial?

We don't know what⁴⁰ caused you to change the setting on your dial, but we hope that it was through no fault of ours. Your account has been highly⁵⁰ valued, and we have missed your business this past few months.

Our summer lines are now ready, and we will offer you⁶⁰ our same consistent service which you could expect from a stock house prior to 1940. We know we¹⁰⁰ have many items you can use. We trust that you will reset your dial and let us know why you have been passing¹³⁰ us by.

We hope to hear from you in the self-addressed stamped envelope enclosed for your convenience.

Better yet—why¹⁴⁰ not select from the accompanying catalogue the stock you can use and send in your order at once, so that¹⁵⁰ there will be no danger of any of the items being out when we receive your list?

Cordially yours, (179)

The Time Element in Schools Is Vital

THE HANDS ON school clocks keep circling around their dials. The bells in corridors and classrooms ring out their signals for beginning and ending each period or session. Time is short and must be utilized.

Lowering the draft age to 18 years means the cutting off of a year or more from the time usually allotted for a boy to round off his formal schooling. Activities essential to winning the war necessarily make heavy inroads upon the time of both pupil and teacher. Unless the time that remains for good, solid learning and instruction is carefully conserved, pupils are deprived of their just rights, young people are ill-prepared for the work they have to do in the world, and the educational effort for which citizens pay out good tax money represents production honeycombed with waste.

The occasion is not one for having pupils copy material from blackboards or from teachers' dictation—material that should be in their textbooks. Teachers and office clerks should not be working over duplicators to "lift" copyright material or otherwise provide substitutes for what can be had so much more economically from the books which the forethought and enterprise of publishers and authors have placed within easy reach of every school that is prudently managed.

Today's pupils require today's textbooks, replete with information corrected to the latest possible date—textbooks written, illustrated, edited, and printed with the skill that has been developed only in recent years.

When a teacher and a class are obliged to get along without the instructional tools essential to their work, learning is retarded, efficiency is impossible. Imagine a complicated machine moving along the assembly line when a fourth or half the needful parts are missing and the workers have to stop and make them by hand. What would the production records of industry resemble if the method used in many poorly equipped schools were applied to the making of tanks and guns and planes and ships?

Time is victory. Time is education. Time is the stuff that schooling is made of. Time must be conserved if education would be worthy of its trust.—*The Journal of Education*.

"Help Wanted—Women"

A SURVEY of the current needs of business and industry for women workers in the metropolitan area was made in March by Edward J. Koestler, member of the faculty of Pace Institute, New York City. The survey was based on paid "help wanted—women" newspaper advertising. Results showed that current demands in the New York metropolitan area are running about as follows:

For trained office personnel	67%
For technical-industrial labor	13%
For employees in sales activities	12%
For miscellaneous nonoffice workers ..	8%

A breakdown of the figures disclosed that of every 100 calls for office workers, 73 were for women trained in stenographic work or bookkeeping and accounting, or both.

Price Control and Rationing Bulletin

A SPECIAL publication giving basic information on price control, rent control, and rationing is being published for teachers and school administrators. The title is "OPA Bulletin for Schools and Colleges." The first issue is dated January, 1943.

Announcement of the new publication was made by Dr. Walter D. Cocking, Chief of Educational Services Branch, Department of Information, Office of Price Administration.

The Educational Services Branch would like to receive copies of courses of study and other information about all educational efforts relating to price and rent control and rationing.

• • •

AN angry subscriber, who was having trouble with the telephone, bellowed at the operator, "Am I crazy, or are you?"

"I'm sorry, sir," said the Voice with a Smile, "we do not have that information."

—*The Roscoe Budget*.